राजनीति विज्ञान

मूल अवधारणाएं एवं सिद्धांत

कक्षा 12 के लिए पाठ्यपुस्तक

लेखक

वी.आर. मेहता

संपादक

नलिनी पंत



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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एन.सी.ई.आर.टी. वाटर मार्क 70 जी.एस.एम. पेपर पर मुद्रित

प्रकाशन विभाग में सचिव, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, श्री अरविंद मार्ग, नई दिल्ली 110016 द्वारा प्रकाशित तथा शगुन ऑफसेट प्रेस, 92-बी, गली नं. 4, कृष्णा नगर, सफदरजंग एन्क्लेव, नई दिल्ली 110 [illegible] द्वारा मुद्रित।

प्राक्कथन

[illegible] किया जाता [illegible] शिक्षा [illegible] विद्यार्थी, अध्यापक और [illegible] भारत [illegible] करते हैं [illegible] वर्षों में [illegible] समाज [illegible] जाता है, [illegible] पाठ्यक्रम [illegible] महत्त्वपूर्ण [illegible] है, जिसे [illegible] किया जा रहा है।

प्रस्तुत पुस्तक *[illegible]* [illegible] *विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा – 2000* के [illegible] राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् द्वारा विकसित राजनीति [illegible] शिक्षार्थियों में राजनीति [illegible] अवधारणाओं और सिद्धांतों [illegible] गया है। विद्यार्थियों को [illegible] अपनाई गई विधियों से भी परिचित कराया जाएगा। [illegible] पश्चिमी परिप्रेक्ष्य में चर्चा की गई है।

विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा – 2000 [illegible] विषयों को इस पुस्तक के संबंधित विभिन्न अध्यायों में [illegible] किया गया है। प्रत्येक अध्याय के अभ्यास प्रश्नों के अतिरिक्त पुस्तक में [illegible] शब्दों और अवधारणाओं को सुस्पष्ट करने हेतु पारिभाषिक शब्दावली भी दी जा रही है।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् इस पुस्तक को तैयार करने हेतु लेखक, संपादक एवं अनुवादकों के प्रति आभारी है, जिनकी समीक्षा [illegible] विशेषज्ञों एवं अध्यापकों द्वारा की गई है तथा [illegible] संस्थाओं एवं विद्वानों ने इस पुस्तक को [illegible] सहायता प्रदान की है।

पुस्तक के प्रत्येक पक्ष पर सुधी पाठकों की टिप्पणियों एवं सुझावों का स्वागत है।

नई दिल्ली
मार्च 2003

जगमोहन सिंह राजपूत
निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्



गांधी जी का जंतर

तुम्हें एक जंतर देता हूँ। जब भी तुम्हें संदेह हो या तुम्हारा अहम् तुम पर हावी होने लगे, तो यह कसौटी आज़माओ :





जो सबसे गरीब और कमज़ोर आदमी तुमने देखा हो, उसकी शक्ल याद करो और अपने दिल से पूछो कि जो कदम उठाने का तुम विचार कर रहे हो, वह उस आदमी के लिए कितना उपयोगी होगा। क्या उससे उसे कुछ लाभ पहुँचेगा? क्या उससे वह अपने ही जीवन और भाग्य पर कुछ काबू रख सकेगा? यानी क्या उससे उन करोड़ों लोगों को स्वराज्य मिल सकेगा, जिनके पेट भूखे हैं और आत्मा अतृप्त है?

तब तुम देखोगे कि तुम्हारा संदेह मिट रहा है और अहम् समाप्त होता जा रहा है।

मो क गांधी



हिंदी रूपांतर की समीक्षा कार्यगोष्ठी के सदस्य

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थैमिचांन वोलेंड
लेक्चरर
सुप्ता दास
सेलेक्शन ग्रेड लेक्चरर
संजय दुबे
रीडर **(समन्वयक)**

हिंदी रूपांतर

उमा आनन्द   लीला राम गुर्जर

हिंदी रूपांतर के संपादक

नलिनी पंत

विषय-सूची

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे,

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे,

(ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे,

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे,

(ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों,

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे,

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे,

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे,

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे, और

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाइयों को छू सके।

इकाई एक

मूल अवधारणा भारतीय तथा पश्चिम के परिप्रेक्ष्य में

अध्याय 1

कानून

कानून क्या है?

कानून की विभिन मान्यताएं है जैसे प्राकृतिक कानून, नैतिक कानून, आपूर्ति व मांग का कानून तथा राज्य का कानून। इसका अर्थ वे नियम भी हो सकते हैं जो हमें यह बताएं कि हमें क्या करना चाहिए (नैतिक कानून)। कानून का दूसरा अर्थ यह भी हो सकता है कि प्रकृति अथवा समाज की कुछ सुनिश्चित नियमितताएं भी हैं (प्राकृतिक अथवा वैज्ञानिक कानून)। कानून का पहला दृष्टिकोण मानकीय (Normative) है तथा दूसरा प्रत्यक्षवादी (Positivistic) है। मानकीय दृष्टिकोण के अनुसार कानून, प्रकृति की प्रक्रियाओं से संबंधित कुछ मौलिक सत्य उद्घाटित करते हैं। दूसरी ओर, प्रत्यक्षवादियों की यह धारणा है कि किसी विशेष समुदाय में आचार के कुछ नियम होते है, जिन्हें कानून कहा जाता है। कानून निहित आदेशों की एक ऐसी व्यवस्था है जो किसी समाज में मानव व्यवहार को नियमित करते हैं। ऑस्टिन के विचार में, कानून किसी भी समाज में समस्त व्यक्तियों को किसी संप्रभु के ऐसे आदेश होते हैं जिनके पीछे राज्य की भौतिक शक्ति और उस पर आधारित दंड-विधान प्रभावी होता है। हॉलैन्ड की मान्यता के अनुसार "कानून बाह्य आचरण का ऐसा सामान्य नियम होता है जो किसी संप्रभु राजनीतिक सत्ता द्वारा प्रवर्तित किया जाता है।" इस दृष्टिकोण के अनुसार कानून को अधिकारी व अधीनस्थ के मध्य ऐसे संबंध के रूप में देखा जाता है जिसके अंतर्गत अधीनस्थ लोग स्वाभाविक रूप से अधिकारियों की आज्ञा पालन करते हैं।

नैतिक तथा कानूनी नियमों में अंतर करते हुए कुछ सिद्धांतवादियों का यह मत है कि कानून का अस्तित्व उसके नैतिक औचित्य पर निर्भर करता है, जबकि इसके विपरीत कुछ अन्य की धारणा है कि कानूनी औचित्य का प्रश्न विशुद्ध रूप से एक तकनीकी प्रश्न है। इसका निर्णय किसी युग विशेष के कानूनी मापदंडों के अनुरूप ही किया जा सकता है। सही हो या गलत, 'कानून' तब कानून होता है यदि उसे राज्य की कानून-निर्मात्री सभा की स्वीकृति प्राप्त हो। तदापि यह कहा जा सकता है कि निर्मित कानून व नैतिक व्यवस्था में संघर्ष की किसी भी स्थिति में उक्त कानून जनता की दृष्टि में औचित्यरहित होता है। बार्कर ने इसी दृष्टिकोण पर बल देते हुए कहा है कि प्रत्येक कानून में वैधता (Validity) तथा मूल्य, (Value) दोनों समाहित होने चाहिए। 'वैधता' कानून के औपचारिक रूप व प्रकृति पर निर्भर करती है, तथा 'मूल्य' समुदाय के न्याय व औचित्य की भावना पर। इसका अर्थ यह है कि किसी विषय पर कानूनी निर्णय कानून के अनुसार लिया जाए तथा उक्त निर्णय ही हम स्वीकार करें, यद्यपि हमारी स्वीकृति इस तथ्य पर निर्भर करेगी कि संबंधित निर्णय हमारे सामुदायिक न्याय व औचित्य

की भावना पर आधारित है अथवा नहीं। अतः किसी भी कानून को ऐसी समग्रता में देखना आवश्यक है, जिसमें कानून के यथार्थ व मानकीय–दोनों पक्ष परस्पर विलीन हों।

यहां पर विचार का विषय यह है कि किसी कानूनी व्यवस्था में बलप्रयोग व दायित्व के बीच क्या संबंध है। प्रत्यक्षवादियों की यह मान्यता है कि नागरिक, कानून पालन के लिए कर्तव्यबद्ध हैं। कानून का उल्लंघन करने वालों को राज्य की बलप्रयोगकारी शक्ति से दंडित किया जा सकता है। उनकी दृष्टि में चाहे कानून न्यायसंगत हो अथवा अन्यायपूर्ण, अच्छा हो या बुरा, महत्त्वपूर्ण बात यह है कि उसके पीछे राज्य-सत्ता का बल विद्यमान होता है। नागरिकों के पास कोई विकल्प नहीं है। यद्यपि अंतर्राष्ट्रीय कानून जैसी व्यवस्थाओं में बलप्रयोग की क्षमता कम दिखाई देती है। फिर भी प्रत्यक्षवादी बलप्रयोग को कानून की बाध्यकारी प्रकृति का सार मानते हैं। यह दृष्टिकोण तीन आधारों पर विवादास्पद माना जाता है :

- सभी कानून दायित्व नही थोपते। कई कानून नागरिकों को कुछ शक्तियां व अधिकार प्रदान करते हैं। ऐसे कानून उन स्थितियों का सर्वश्रेष्ठ उदाहरण हैं जहां कानूनी प्रक्रिया में बलप्रयोग का भाव प्रकट नहीं होता।
- कानून के अंतर्गत दायित्व, वास्तव में, कानून के नैतिक औचित्य पर निर्भर करता है। रूसो की यह धारणा थी कि किसी कानून के आज्ञा पालन का हमारा दायित्व केवल नैतिक ही हो सकता है। हम किसी कानून को अपने कर्तव्य-बोध के आधार पर स्वीकार करते हैं। यह कर्तव्य-बोध हमें, हमारी नैतिक चेतना से मिलता है तथा इस पर ही किसी बाह्य शक्ति अथवा सत्ता का कोई दबाव नहीं होना चाहिए। बलप्रयोग व्यक्तियों को दयनीय दासता की स्थिति में ला देता है। इस प्रकार वह कानून का कोई औचित्यपूर्ण आधार नहीं हो सकता। बल कभी भी न्याय का आधार हो ही नहीं सकता। रूसो ने जोर देकर यह कहा था कि "बल के सम्मुख झुकना परिस्थितिगत हो सकता है"। अतः, इस प्रसंग में यह कहा जा सकता है कि कानूनी दायित्व, राजनीतिक दायित्व से प्रकट होता है और राजनीतिक दायित्व स्वयं सत्ता के औचित्य संबंधी सामान्य जनविश्वास पर आधारित होता है।
- कानून को समाज की संस्थागत-व्यवस्था के एक अंग के रूप में देखना भी आवश्यक है। न्यायालय समाज की मान्यताओं से हट कर निर्णय नहीं देते। न्यायपालिका के अतिरिक्त समाज में कुछ सुनियोजित संस्थाएं, जैसे, विधायिका, कार्यपालिका तथा राजनीतिक दल भी होते हैं। समूची न्यायिक व्यवस्था, इन समस्त संस्थाओं पर निर्भर करती है। वह समाज, राजनीति और अर्थव्यवस्था के प्रभावों से हट कर कार्य नहीं कर सकती। इसी परिप्रेक्ष्य में यह कहा जाता है कि कानूनी व्यवस्था, अधिकारों के संरक्षण और सभी के लिए सामाजिक न्याय उपलब्ध कराने के उद्देश्य से जुड़ी हुई है। ये उद्देश्य कानूनी दायित्व आरोपित करने का आधार होते हैं न कि केवल इन दायित्वों का परिणाम। कानून पालन का हमारा दायित्व मुख्यतः इस बात पर निर्भर करता है कि कानून किन लक्ष्यों को समर्पित है और वह न्याय, नैतिकता और निष्पक्षता के आधार पर नागरिकों को क्या सामान्य-भाव सुलभ कराता है।

अतः ड्वॉर्किन के अनुसार किसी भी कानून में 'सिद्धांत' और 'नीति' दोनों समाहित होते हैं। जहां

सिद्धांत अधिकारों के समरूपी होते हैं वहीं नीति उपयोगिता की समरूपी। अधिकार, सिद्धांत व न्याय के रूप में उपलब्ध व्यक्तियों के दावे होते हैं जबकि नीतियां संपूर्ण समुदाय की सामूहिक भलाई की परिचायक हैं। कानूनी व्यवस्था में ये दोनों पक्ष समाहित होने चाहिए। इस परिप्रेक्ष्य में, कानून से संबंधित प्रत्यक्षवादी दृष्टिकोण को नैतिक दृष्टिकोण से पृथक नहीं किया जा सकता।

मार्क्सवादी व्यवस्था में कानून का एक विशिष्ट दृष्टिकोण है। मार्क्सवादी दृष्टिकोण, कानून की सार्वभौमिक व्यवस्था को नकारता है। लेनिन ने एक बार यह कहा था कि वस्तुतः "कानून राजनीति है"। कानून, साम्यवादी देशों, विशेषतः पूर्ववर्ती सोवियत संघ में, 'वर्गीय' कानून तथा 'सर्वहारा' कानून के रूप में माना जाता है। अतः सोवियत व्यवस्था, कानून को वर्गीय विचारधारा की उपलब्धि के उपकरण के रूप में स्वीकार करती थी। उनके अनुसार, अंतर्राष्ट्रीय कानून भी सोवियत समाज के लक्ष्यों के संवर्द्धन का एक उपकरण था।

उपरोक्त चर्चा के आधार पर कानून की कोई निश्चित परिभाषा देना कठिन प्रतीत होता है। उसकी व्यावहारिक परिभाषा कुछ इस प्रकार दी जा सकती है : "कानून, नियम और नियमन का सामान्यतः स्वीकृत ऐसा समूह है जो किसी मानव समाज में अंततः संबंधों को अनुशासित करता है और जिसका उद्देश्य व्यवस्था की स्थापना और सभी का संतुलित विकास करना है।"

कानून के स्रोत

कानून की उत्पत्ति कहां से हुई? कानून के विविध स्रोत हो सकते हैं। कानून का आदर्शवादी स्रोत, प्राकृतिक कानून है। इसे प्रायः व्यक्ति के 'सही विवेक' के रूप में संबोधित किया जाता है। इस रूप में, कानून से यह अपेक्षा की जाती है कि वह मानवीय बुद्धि व समझ पर आधारित सार्वभौमिक सामान्य समझौतों को मूर्त रूप दे। प्राचीन भारत में 'धर्म' की अवधारणा ऐसी ही थी। वह कानून के लक्ष्यों को सुनिश्चित करता था। लेकिन प्राकृतिक कानून अथवा 'धर्म-सिद्धांतों' की विषय-वस्तु के संबंधों में बहुत कम लोगों में सहमति प्रकट होती है।

कानून के अन्य स्रोत हैं-संविधान, संविधियां, परंपराएं, संधियां तथा प्रशासनिक नियम व नियमनकारी विविध कानूनी प्रावधान। कार्यपालिका के आदेश तथा न्यायालय के निर्णय भी कानून के स्रोत हैं।

ऑस्टिन के अनुसार, कानून ऐसे संप्रभु का आदेश होता है जो अपने क्षेत्राधिकार में रहने वाले व्यक्तियों से स्वभावगत आज्ञापालन अर्जित करता है। अतः उसकी दृष्टि में 'सही विवेक' की अपेक्षा 'सत्ता' कानून का अधिक उपयुक्त स्रोत है।

कानून के प्रकार

कानून दो प्रकार के होते हैं :

- निजी, और
- सार्वजनिक

निजी कानून उन अधिकारों, वस्तुओं तथा सेवाओं का उल्लेख करता है जो व्यक्ति को राज्य के अस्तित्व पर ध्यान दिए बिना उपलब्ध कराए जाते हैं। इसमें परिवार कानून, संपत्ति कानून तथा उत्तराधिकार के कानून सम्मिलित होते हैं। इन विषयों में राज्य की भूमिका केवल प्रासंगिक कानूनों को मान्यता देने व उन्हें प्रवर्तित करने तक ही होती है।

सार्वजनिक कानून, नागरिकों व राज्य के अधिकारों से संबंधित हैं। सार्वजनिक कानून के कुछ उदाहरण हैं- अंतर्राष्ट्रीय कानून, नागरिक कानून, सांविधानिक कानून, प्रशासनिक कानून। अंतर्राष्ट्रीय कानून सामान्यतः स्वीकृत नियमों व नियमनों का एक ऐसा

समूह है जो राष्ट्रों, अंतर्राष्ट्रीय संगठनों तथा व्यक्तियों के आचार को नियंत्रित करता है। यह उस नागरिक कानून से भिन्न है जो किसी राष्ट्र के अंतर्गत व्यक्तियों व उनके संगठनों के संबंधों को संबंधित करता है। जबकि प्रत्येक राज्य के अपने पृथक नागरिक कानून होते है, अंतर्राष्ट्रीय कानून, समस्त राष्ट्रों और व्यक्तियों के लिए एक ही होता है। अंतर्राष्ट्रीय न्यायालय का यह दायित्व है कि वह विवादों पर अंतर्राष्ट्रीय कानूनों के अंतर्गत अपना निर्णय दें।

सांविधानिक कानून ऐसे मानकों, नियमों और व्यवहारों का समूह है जो सरकार तथा उसके सहायक यंत्रों के कार्यो एवं शक्तियों को नियंत्रित करता है। भारतीय व्यवस्था में उच्चतम न्यायालय, सर्वोच्च न्यायालय है जो सांविधानिक कानूनों के अंतर्गत उत्पन्न विवादों पर अपना निर्णय देता है।

इस प्रकार, निजी कानून 'शिष्ट समाज' (Civil Society) का बोध कराता है जबकि सार्वजनिक कानून, राज्य की सत्ता का उल्लेख करता है। समाज में ये दोनों ही कानून विद्‌यमान होते हैं। किसी परिवार को संपत्ति से वंचित नहीं किया जा सकता, जबकि संपत्ति का सीधा संबंध कर-कानून, क्षति-कानून तथा अनुबंधों से अविभाज्य रूप से जुड़ा होता है। इसी कारण कुछ लोगों का यह विश्वास है कि कानून के विभिन्न रूपों में कोई विभेदीकरण नहीं हो सकता।

सार्वजनिक और निजी कानून में चाहे कोई भी अंतर क्यों न हो, यह निश्चित है कि कानून प्राय: सार्वभौमिक मानवीय आवश्यकता है। कोई भी समाज कानूनी व्यवस्था के बिना जीवित नहीं रह सकता। हमारे पारस्परिक संबंधों को सुदृढ़ता प्रदान करने के लिए संस्थाएं, नियम एवं नियमनों का एक कार्यशील ढ़ांचा आवश्यक है। कानून के बिना किसी भी समाज में पूर्ण अराजकता उत्पन्न हो जाएगी। इसीलिए कानून के शासन को सभ्य जीवन का सार माना जाता है। कानून, हमारे आपसी संबंधों को निश्चितता प्रदान करता है। वह इस बात पर बल देता है कि कानून अपनी प्रकृति में इतने सामान्य होने चाहिए कि उनके प्रयोग से निरंकुशता का आभास न हो। कानून इस बात पर भी बल देता है कि कानून के समक्ष सभी पूर्णत: समान हों तथा व्यक्ति व अधिकारी, दोनों ही कानून के प्रति समान संगति प्रदर्शित करे।

हमें यह हमेशा ध्यान में रखना चाहिए कि सभी कानून, मानव कल्याण के अनुकूल नहीं होते और न ही हमारे अधिकारों का पोषण करते हैं। हर कानून व्यवस्था से उपेक्षित लोगों की सहायता नहीं करता है। कुछ कानून अनिष्टकारी भी होते हैं जो मानवता और हमारी स्वतंत्रता को क्षति पहुंचाते है। 1919 का 'रॉलेट अधिनियम' ऐसा ही एक कानून था जिसके परिणामस्वरूप जलियांवाला बाग हत्याकांड हुआ।

कानून तथा नैतिकता

कानून तथा नैतिकता का पारस्परिक संबंध जटिल है। जैसा कि स्पष्ट किया जा चुका है, कानून के विविध पक्ष उतने सरल नहीं होते जितने कि वे दिखाई देते हैं। इसके अतिरिक्त, स्वयं नैतिकता की प्रकृति के विषय में भी सहमति का अभाव है। नैतिकता कैसे गठित होती है, इस बात का उल्लेख यहां अनुपयुक्त है। यहां तो केवल नैतिकता तथा कानून के संबंधों का ही संक्षिप्त उल्लेख करेगें।

सिनिक्स यह मानते है कि कानून तथा नैतिकता का कोई संबंध नहीं है। कानून, निश्चित व वस्तुनिष्ठ है और उसका उस नैतिकता से कोई सरोकार नहीं जो अपनी मूल प्रकृति में अस्पष्ट व विषयगत होती है। उनके अनुसार कानून का मूल्यों से कोई संबंध नहीं होता। 'कल्याण' अथवा 'न्याय' के भाव कानून की विषयवस्तु में नहीं आते। कानून का सरोकार वास्तव

में 'क्या है' से होता है। नैतिकता की भांति वह 'क्या होना चाहिए' से कोई संबंध नहीं रखता। यह तर्क दिया जाता है, कि नैतिक विचार अनिवार्यत: विवादास्पद होते हैं और उनके संघर्ष की स्थिति में व्यक्ति असहाय होता है। परंतु कानून के मामले में अधिनिर्णय के लिए न्यायालय विद्यमान होते हैं जो कानून की सुदृढ़ व स्पष्ट व्याख्या करते हैं।

यह सही है कि दोनों शब्दों (कानून व नैतिकता) से एक ही अर्थ का बोध नहीं होता। कोई चीज कानूनी दृष्टि से सही होते हुए भी नैतिक रूप से गलत हो सकती है। जब हम यह कहते है कि अमुक कार्य कानूनी है तो हमारा प्रयोजन केवल यह स्पष्ट करना होता है कि वह कार्य वर्तमान कानून से संगत है। जब हम यह कहते है कि अमुक कार्य नैतिक है तो हमारा उद्देश्य यह मत अभिव्यक्त करना होता है कि उक्त कार्य चाहे सामयिक न हो परंतु वह नैतिक दृष्टि से सही होता है। यह हमें कानूनी व नैतिक पक्षों में अंतर स्पष्ट करने में सहायता पंहुचाता है।

तथापि यह स्पष्ट होना चाहिए कि कभी-कभी नैतिक व कानूनी मान्यताएं परस्पर व्यापी होती हैं। वास्तव में, नैतिक मान्यताओं ने कानून के निर्माण व प्रवर्तन को प्रभावित किया है। साथ ही स्वयं नैतिकता भी कानूनों से निर्धारित हुई है। दोनों परस्पर अंत:क्रियाशील होते हैं। जैसा कि स्पष्ट है, हमारा यह नैतिक दायित्व है कि हम देश के कानूनों का पालन करें। परंतु, यदि कानून नैतिक पक्षों से रिक्त हों तो वे प्रभावशाली नहीं हो सकते। कानूनी व्यवस्था में व्याप्त 'मूल्य' व 'औचित्य' की धारणाएं वस्तुत: जनता की दृष्टि में नैतिक होने से बंधी हुई हैं।

एक अन्य अर्थ में भी नैतिकता कानून के संदर्भ में प्रासंगिक है। जब कभी भी कोई कानून अस्पष्ट होता है, तो न्यायाधीश संबंधित प्रश्नों के समाधान व अधिनिर्णय के लिए प्राकृतिक कानून, समता व न्याय सरीखी अवधारणाओं का प्रयोग करते हैं। दूसरी ओर ऐसी स्थितियां भी उत्पन्न हो सकती हैं जब कानून को नैतिक मामलों पर भी अपना निर्णय देना पड़े। उदाहरण के लिए विवाह कानून। इन सभी प्रसंगों में कानून संबंधी निर्णय निहित पक्षों के नैतिक चरित्र के संदर्भ में लिए जाएंगे। मानहानि अथवा झूठी निंदा के मामलों पर निर्णय लेने के लिए भी न्यायालय, नैतिक मान्यताओं एवं प्रसंगों का सहारा लेते हैं। वास्तव में, न्यायालय इस बात पर जोर देते हैं कि गवाह शपथ लेकर ही अपनी गवाही दें। यह सब निरर्थक होगा यदि यह मान लिया जाए कि नैतिक दायित्व कुछ नहीं होते। विश्वास और नैतिक उद्देश्य के प्रश्न समय-समय पर उठते ही रहते हैं।

नैतिकता के संरक्षण व प्रवर्तन के लिए भी कानून का प्रयोग किया जाता है। इसी दृष्टिकोण का सहारा लेते हुए प्राचीन काल में भारतीयों ने 'धर्म' के संदर्भ में कानून पर विचार किया था। कानून को समाज से अलग नहीं देखा-परखा जा सकता। वह वस्तुत: समाज का एक भाग है और इसके ताने-बाने से बुना रहता है। इसीजिए कानून का संबंध हत्या, चोरी, झूठी कसम, पारिवारिक व्यभिचार, आदि से भी होता है। ये सभी कानूनन प्रतिबंधित हैं और नैतिकता के विरूद्ध हैं। हानिकारक क्या है, इसका निर्धारण सामान्यत: किसी समुदाय के समान मूल्यों द्वारा ही किया जाता है।

नैतिकता का कोई एक रूप नहीं होता। नैतिकता के अनेक दृष्टिकोण तथा रूप विद्यमान हैं। इसमें तर्क के विविध स्तर और अवस्थाएं क्रियाशील होती हैं। नैतिकता का एक रूप वैयक्तिक नैतिकता है जिसकी संपूर्ण जिम्मेदारी व्यक्ति अपने ऊपर ले लेता है। इसके अतिरिक्त सामूहिक नैतिकताएं भी होती हैं जो नैतिक व्यवहार के सामाजिक पक्ष पर बल देती हैं। उन्हें सार्वजनिक नैतिकता भी कहा जाता है। कुछ कानून हमारी वैयक्तिक नैतिकता पर चोट पहुंचा

सकते हैं। उनके विषय में हमें अपने-आप यह निर्णय लेना होता है कि हम ऐसे कानूनों का पालन करें या उनका प्रतिकार करें। इसी प्रकार, कुछ कानून, सामूहिक नैतिकता जैसे कबीलों की नैतिकता से भी असंगत हो सकते हैं। इस बात पर आम सहमति है कि जहां तक संभव हो, राज्य को व्यक्तिगत नैतिकता का प्रवर्तन नहीं करना चाहिए। जहां तक सार्वजनिक नैतिकता का प्रश्न है, राज्य का नैतिकता से संबंध जटिल है। कभी-कभी कानून सार्वजनिक नैतिकता को समाहित करता है, उसके नाम पर वह किसी सुनिश्चित व्यवहार का प्रतिपादन भी करता है। दूसरी ओर, कुछ ऐसे विषय भी हो सकते हैं जब हमें यह ज्ञात हो कि अमुक वस्तु सार्वजनिक नैतिकता के विरूद्ध है परंतु फिर भी हम यह नहीं चाहते कि राज्य अपने प्रयासों से उसका प्रवर्तन करे। झूठ बोलना सभी नैतिक सिद्धांतों के विरूद्ध है, लेकिन शपथ लेकर न्यायालय में झूठ बोलने के अतिरिक्त वह कानून द्वारा कहीं और प्रतिबंधित नहीं है। ऐसे कानून बनाना बुद्धिमत्तापूर्ण नहीं है जिनका प्रवर्तन मुश्किल हो या जिनका सभी लोगों द्वारा अनुकरण नहीं किया जा सके। इसी प्रकार, बहुमत का समर्थन प्राप्त किए बिना कानूनों को पारित करना भी ठीक नहीं है। ऐसा कानून, प्रवर्तन-प्रक्रिया में केवल बहुत अधिक कष्टप्रद ही नहीं होगा बल्कि उससे कानूनीव्यवस्था की प्रभावशीलता के प्रति जनविश्वास भी विचलित हो जाएगा।

कभी यह भी हो सकता है कि कानून सामूहिक नैतिकता का प्रतिगामी हो। ऐसे मामलों में यह सवाल उठ सकता है कि क्या वह हमारा नैतिक दायित्व है कि हम ऐसे कानून को मानें क्योंकि कानून न केवल व्यवस्था के अनुरक्षण के लिए आवश्यक है बल्कि कुछ अंशों व अर्थों में वह अच्छे जीवन के लिए भी जरूरी है। यह ध्यान रखना प्रासंगिक है कि कानून नैतिकता प्रवर्तित कर सकता है, और कुछ विषयों में तो उसे ऐसा करना भी चाहिए। लेकिन राज्य को ऐसा कार्य बहुत सावधानीपूर्वक करना चाहिए अन्यथा नैतिकता, व्यवहार की केवल वाह्य कानूनी संहिता ही रह जाएगी। उसकी गतिशीलता और सुखद स्वाभाविकता खो जाएगी। नैतिकता को अनिवार्यत: गतिशील होना चाहिए। उसे हर हालत में सामाजिक परिवर्तनों के प्रति अनुक्रियाशील होना चाहिए।

अभ्यास

1. 'कानून' शब्द से आप क्या समझते हैं।
2. 'नैतिक कानून' तथा 'राज्य कानून' में अंतर स्पष्ट कीजिए।
3. 'प्रत्यक्षवादी कानून' के सिद्धांत का अर्थ स्पष्ट कीजिए।
4. कानून के विभिन्न स्रोत कौन-कौन से है?
5. 'सार्वजनिक कानून' तथा 'निजी कानून' में अंतर बताइए।

अध्याय 2

स्वतंत्रता

'स्वतंत्रता' क्या है?

स्वतंत्रता की अवधारणा को परिभाषित करना कठिन है। यह एक ऐसा शब्द है जिसके अनेक भावनात्मक अभिकल्पित अर्थ हैं। इस शब्द को विविध कालों में पृथक-पृथक रूप से परिभाषित किया गया। परंतु इन सब विविधताओं में उसका एकसमान भाव भी प्रकट होता है।

स्वतंत्रता का सबसे महत्त्वूपर्ण अभिप्राय यह है कि इससे प्रेरित होकर कोई विवेकशील व्यक्ति बिना किसी बाह्य दबाव के अपनी इच्छा के अनुसार कार्य कर पाता है। इस अर्थ में स्वतंत्रता हमारे व्यक्तित्व के स्वतंत्र व मुक्त विकास की एक अनिवार्य अवस्था है। इसके अभाव में हम वह सब कुछ नहीं पा सकते जिसे हम विवेकयुक्त और सर्वश्रेष्ठ मानते हैं। स्वतंत्रता पाने का अर्थ है अपनी इच्छा के अनुसार कार्य करना, अपने सपनों को साकार करना और अपनी क्षमता को कार्य-रूप देना। यही मानव्रता का सार है। इससे हमारी जिम्मेदारियों को ठोस आधार मिलता है। यह वह आदर्श है जिसकी हम सब कामना करते हैं।

कोई व्यक्ति तब ही स्वतंत्र माना जाता है जब वह दूसरे लोगों से प्रतिबंधित न हो। स्वतंत्रता का यह भी अर्थ है कि हमें कुछ करने की स्वतंत्रता मिले या हम अपनी शक्तियों का सही प्रयोग कर सकें। जब हम वह सब कुछ कर पाते हैं जो करना चाहते हैं तो हम स्वतंत्र कहलाते हैं। इसका अर्थ है दंड के भय से मुक्त रहते हुए दूसरों के आदेश से स्वतंत्र कार्य करने की क्षमता प्राप्त करना। इसके अतिरिक्त कानून के अंतर्गत भी स्वतंत्रताएं विद्यमान होती हैं। नागरिक जब कानून के अनुसार कार्य करते हैं और कानून द्वारा प्रतिबंधित कार्य नहीं करते, तो उन स्थितियों में वे स्वतंत्र कहलाते हैं। स्वतंत्रता का प्रयोग मुख्यत: दो अर्थों में किया किया जाता है: नकारात्मक तथा सकारात्मक।

नकारात्मक स्वतंत्रता

नकारात्मक दृष्टिकोण का यह अर्थ है कि हमें राज्य के अनुचित हस्तक्षेप से बचाव के लिए स्वतंत्रता की आवश्यकता है। हमें एक ऐसा कार्यक्षेत्र प्राप्त हो जहां व्यक्ति दूसरों के अवरोधों से मुक्त होकर अपनी इच्छानुसार कार्य कर सके। यहां यह जानना आवश्यक है कि मानवीय संबंधों में कुछ अवरोध तो ऐसे होते हैं जो स्वाभाविक है। उदाहरण के लिए, यदि कोई अंधा है तो वह अंधेपन के कारण पढ़ नहीं सकता। परंतु कुछ क्षेत्र ऐसे भी होते हैं जहां दूसरे जान-बूझ कर ऐसा हस्तक्षेप करते हैं जिसके कारण हम उन क्षेत्रों में चाहते हुए भी वांछित

कार्य नहीं कर पाते। स्वतंत्रता का क्षेत्र कितना व्यापक हो, इस विषय में कोई आम सहमति नहीं है। विचारक इस बात पर अवश्य सहमत हैं कि स्वतंत्रता का क्षेत्र असीमित नहीं हो सकता। यदि वह असीमित होगा तो समाज में अराजकता उत्पन्न हो जाएगी। स्वतंत्र कार्य का क्षेत्र कानून द्वारा अवश्य ही प्रतिबंधित होना चाहिए लेकिन व्यक्तिगत स्वतंत्रता का एक न्यूनतम क्षेत्र ऐसा भी होना चाहिए जिसका किसी भी स्थिति में अतिक्रमण न हो। इंग्लैंड में लॉक व मिल तथा फ्रांस में कॉन्स्टेन्ट व टॉकिविले इस मत के प्रतिपादक थे। सर ईज़ाइया बर्लिन के अनुसार "स्वतंत्रता का मौलिक भाव है, दूसरों की दासता, कैद और बंधनों से मुक्ति।" अन्य समस्त भावों में स्वतंत्रता इसका विस्तार मात्र है।

मिल तथा अन्य विचारकों का यह विश्वास था कि जब तक व्यक्तियों को ऐसा क्षेत्र सुनिश्चित नहीं किया जाता तब तक सभ्यता का विकास नहीं हो सकता। ऐसी स्थिति में हम सत्य का दर्शन नहीं कर सकते। मौलिकता की कहीं कोई संभावना नहीं हो सकती तथा वास्तविक नैतिक साहस प्रकट ही नहीं हो सकता। मिल का तर्क था कि इस स्थिति में समाज, सामूहिक सामान्य योग्यता वाले व्यक्तियों के बोझ तले कुचल जाएगा।

नकारात्मक स्वतंत्रता का यह दृष्टिकोण निम्नलिखित गंभीर कमियों से ग्रस्त है:

- मिल का यह तर्क अनुभव की कसौटी पर खरा नहीं उतरता कि स्वतंत्रता के अभाव में सत्य प्रकट नहीं हो सकता। इतिहास यह दर्शाता है कि सत्य के प्रति अनुराग तो उन समुदायों में भी पनपता आया है जहां कठोर अनुशासन होता है।
- नकारात्मक स्वतंत्रता नियंत्रण के क्षेत्र से संबंधित है न कि उसके स्रोत से। ऐसी स्वतंत्रता के उपभोग के लिए लोकतंत्र का होना अनिवार्य नहीं है। वस्तुत: यह संभव है कि कोई तानाशाह या अन्य निरंकुश शासक, अपनी प्रजा को विभिन्न प्रकार की स्वतंत्रता प्रदान करने के बावजूद अपने वास्तविक शासन संचालन में अन्यायपूर्ण हो या वह विषमताओं का पोषण करता हो। अत: यह प्रश्न कि 'कौन शासन करता है?' उतना ही महत्त्वपूर्ण है जितना कि यह प्रश्न कि 'सरकार मेरे मामले में किस सीमा तक दखल देती है?'
- यह दृष्टिकोण राज्य के कार्यों को न्यूनतम कर देता है। इस दृष्टिकोण से राज्य एक आवश्यक बुराई है।

हर्बर्ट स्पेन्सर ने स्वतंत्रता के नकारात्मक दृष्टिकोण को सार रूप में इस प्रकार बताया कि "राज्य विद्यमान है क्योंकि समाज में अपराध विद्यमान है, अन्यथा राज्य की कोई आवश्यकता ही नहीं होती।" यह दृष्टिकोण राज्य के कल्याणकारी स्वरूप से मेल नहीं खाता। कल्याणकारी राज्य ऐसी स्थितियों के निर्माण का प्रयास करता है जिसमें सभी अपनी क्षमता एवं संभावनाओं की पहचान कर पाते हैं। स्वतंत्रता संबंधी यह दृष्टिकोण इस तथ्य पर पर्याप्त ध्यान नहीं देता कि धन, भूमि, पूंजी व राजनीतिक शक्ति का अभाव हमारी अपनी शक्तियों की प्राप्ति में गंभीर बाधाएं हैं। नकारात्मक सिद्धांतवादी यह नहीं समझते कि उक्त बाधाएं विशिष्ट सामाजिक-आर्थिक व्यवस्था का एक अपरिहार्य भाग हैं और सामान्य-हित प्राप्ति हेतु इन्हें कानून द्वारा हटाया जाना है।

सकारात्मक स्वतंत्रता

स्वतंत्रता के सकारात्मक दृष्टिकोण में दो तत्त्व समाहित हैं :

- इसका एक अभिप्राय संप्रभु सत्ता में भागीदारी का अधिकार प्राप्त करना होता है। सकारात्मक स्वतंत्रता इस प्रश्न के समाधान से संबंधित है कि 'नियंत्रण अथवा हस्तक्षेप का स्रोत कौन है?' यह वैयक्तिक आत्मनिर्देशन को अंतिम मानती है। आत्मनिर्देशन का अर्थ है, अपने चेतन उद्देश्यों के अनुसार जीना, स्वयं अपने आप निर्णय व आचरण करना न कि दूसरों के निर्णयों व आचरणों के अनुसार चलना।
- सकारात्मक स्वतंत्रता का दूसरा अर्थ है 'विवेकशील-आत्म' (rational self) की स्वतंत्रता। रूसो व अन्य आदर्शवादियों की यह धारणा थी कि व्यक्ति विवेक-संपन्न है तथा यह गुण उसे अन्य प्राणियों से पृथक करता है। उन्होंने 'विवेकी-आत्म' को वास्तविक आत्म की संज्ञा दी क्योंकि यही आत्म-भाव हमें सामाजिक संपूर्ण से तादात्म्य स्थापित करने की प्रेरणा देता है। वास्तविक आत्म की पूर्ति हेतु व्यक्तियों को नियंत्रित किया जा सकता है। रूसो ने हमें 'सामान्य इच्छा' की अवधारणा दी थी। सामान्य इच्छा हम सब में निहित 'सद्-इच्छा' का संश्लेषण व संगठन है। रूसो का यह विचार था कि 'सामान्य इच्छा' हमें आज्ञापालन के लिए बाध्य कर सकती है क्योंकि स्वतंत्रता समस्त व्यक्तियों के पूर्णत: विकसित वास्तविक आत्म से उत्पन्न दबाव का ही दूसरा रूप है।

यह दृष्टिकोण स्वीकार करता है कि व्यक्ति का सच्चा विकास वास्तव में समाज के अभिन्न अंग के रूप में अपनी शक्तियों के विकास पर ही निर्भर है। उसके विचार, उद्देश्य और आकांक्षाएं समाज से पैदा होती हैं और ये सब संबंधित रूप से अपने क्रम में समाज के विकास को प्रभावित भी करते हैं। यह तर्क दिया जाता है कि व्यक्ति को जब कभी सामाजिक अस्तित्व से निराशा हो, उसे यह अपेक्षा का अधिकार प्राप्त है कि वह राज्य से ऐसी स्थिति से बचाव की अपेक्षा करे। अन्य व्यक्तियों के हस्तक्षेप से व्यक्ति की रक्षा करने के लिए राज्य को हस्तक्षेप करना ही चाहिए।

सकारात्मक स्वतंत्रता संबंधी यह दृष्टिकोण पूर्व वर्णित नकारात्मक दृष्टिकोण की एक बड़ी विसंगति से बचाने के लिए सहायता करता है। नकारात्मक दृष्टिकोण व्यक्ति की 'विवेकशील तर्क, नैतिक निर्णय व कर्म तथा सुरुचिपूर्ण निर्माण व मनन' की क्षमताओं को पर्याप्त महत्त्व नहीं देता। वास्तव में स्वतंत्रता संबंधी सकारात्मक दृष्टिकोण भारतीय विचार 'स्वराज' के समान है जिसका शाब्दिक अर्थ है अपने ऊपर स्वामित्व (स्व+राज = स्वराज)। स्वराज सभी प्रकार के अन्य प्रभुत्वों से मुक्ति की मांग करता है।

राज्य के हस्तक्षेप से संबंधित उक्त चर्चा का यह अर्थ नहीं है कि राज्य के प्रत्येक हस्तक्षेप से स्वतंत्रता की अभिवृद्धि होती है। अतीत इस बात का साक्षी है कि किसी व्यक्ति, वर्ग अथवा जाति-विशेष के हित साधन के लिए राज्य-शक्ति का दुरुपयोग भी होता आया है।

स्वतंत्रता के सकारात्मक दृष्टिकोण में यह भय तो निहित है कि इसमें स्वतंत्रता पर किसी भी प्रकार के आघात को वास्तविक स्वतंत्रता के नाम पर न्यायसंगत ठहराया जा सकता है। इस दृष्टिकोण के नाम पर कभी-कभी सामान्य इच्छा, वर्ग अथवा राष्ट्र के नाम पर राज्य अति शक्तिशाली माध्यम

हो जाते हैं। वे स्वयं वास्तविक व्यक्तित्व के रूप में प्रतिष्ठित हो जाते हैं और इसके पश्चात् उनके द्वारा स्वतंत्रता के अतिक्रमण को उचित ठहराया जा सकता है। जितना हम राज्य को अथवा राज्य के प्रवक्ताओं को गरिमायुक्त करते हैं उतने ही अनुपात में राज्य के इन अभिकर्ताओं द्वारा उनके निजी हित के साधन के लिए शक्ति के दुरुपयोग की संभावाएं बढ़ जाती हैं। इसे अनुभव न करने के फलस्वरूप ही स्वतंत्रता के इस सकारात्मक सिद्धांत ने अतीत में विकृत रूप ग्रहण कर व्यक्ति के आत्मविकास के लिए आवश्यक स्वतंत्रता का ही निषेध किया है।

मार्क्सवादी चिंतन स्वतंत्रता के नकारात्मक व सकारात्मक, दोनो दृष्टिकोणों को अस्वीकार करता है। उसके अनुसार पूंजीवादी व्यवस्था में स्वतंत्रता असंभव है। ऐसी व्यवस्था में सभी मजदूरों को विवश होकर अपना श्रम सामूहिक रूप से बेचना पड़ता है। पूंजीवाद, श्रमिकों पर पूंजीपतियों के प्रभुत्व को प्रोत्साहित करता है। मार्क्सवादियों के अनुसार स्वतंत्रता पाने के लिए यह अनिवार्य है कि राज्य समाज की उत्पादक शक्तियों पर विवेकसम्मत नियंत्रण रखे। उनकी यह धारणा सही है कि दरिद्र या संपत्तिहीन श्रमिक स्वतंत्र नहीं हो सकता। उसकी स्वतंत्रता का कोई अस्तित्व नहीं रहता। उसके पास कोई सौदेबाजी की ताकत हो ही नहीं सकती। यह सब सही होने के बावजूद समाज में स्वयं साम्यवादी संस्थाओं के अत्याचार का खतरा बना रहता है। वहां नौकरशाही और दल, दोनों अत्यधिक शक्तिशाली हो जाते हैं और वे प्राय: समान्य हित की अवहेलना करते दिखाई देते हैं।

प्रत्येक व्यक्ति की यह मान्यता है कि स्वतंत्रता मूल्यवान और अनिवार्य है परंतु स्वतंत्रता की कोई एक सर्वस्वीकृत अवधारणा नहीं है। हमारी उपर्युक्त चर्चा से यह संकेत अवश्य मिलता है कि स्वतंत्र कहलाने के लिए कुछ पूर्व शर्तें निम्नलिखित हैं :

- स्वतंत्रता सभी को आवश्यक रूप से प्राप्त होनी चाहिए। स्वतंत्रता के लिए नियोजन, नियमन तथा नियंत्रण की व्यवस्था आवश्यक होती है। जॉन रॉल्स का यह तर्क है कि हर किसी को व्यापक स्वतंत्रता प्राप्त होनी चाहिए तथा इसका अन्य सभी की स्वतंत्रताओं के साथ ताल-मेल होना चाहिए। इस कथन की व्याख्या करते हुए रॉल्स ने यह स्पष्ट किया है कि हमें अपनी सामर्थ्य के अनुसार हर हालत में यह सुनिश्चित करना चाहिए कि समाज का सर्वाधिक अभावग्रस्त व्यक्ति या वर्ग भी एक अनुकरणीय लक्ष्य के रूप में स्वतंत्रता का उपभोग करे। इस दृष्टिकोण का मंतव्य कल्याणकारी राज्य की स्थापना करना है।
- शक्ति के दुरुपयोग के विरुद्ध पर्याप्त नियंत्रण उपलब्ध होने चाहिए। ये नियंत्रण अधिकार, कानून के शासन तथा समाज की संस्थात्मक व्यवस्थाओं के प्रति निष्ठा के रूप में प्रदान किए जाने चाहिए।
- व्यक्ति के लिए स्वतंत्रता का एक क्षेत्र सुरक्षित होना चाहिए। इस क्षेत्र में बिना पर्याप्त कारणों के राज्य का हस्तक्षेप प्रतिबंधित होना चाहिए।

स्वतंत्रता के प्रकार

स्वतंत्रता के तीन प्रकार हैं :

- राजनीतिक
- आर्थिक, तथा
- प्राकृतिक अथवा नैतिक

राजनीतिक स्वतंत्रता से अभिप्राय है ऐसे वातावरण का अनुरक्षण जिसमें किसी व्यक्ति के जीवन में

बिना समुचित व बाध्यकारी कारणों के राज्य हस्तक्षेप नहीं करता। अत: भाषण व अभिव्यक्ति की स्वतंत्रता में सरकार का हस्तक्षेप नहीं होना चाहिए क्योंकि इन स्वतंत्रताओं में सरकारी हस्तक्षेप उस लोकमत को अवरुद्ध कर सकता है जो सत्य का पक्षधर है। इस प्रकार के आश्वासन के अभाव में स्वतंत्रता का कोई उपयोग हो ही नहीं सकता। राजनीतिक स्वतंत्रता के दो पक्ष है – इसका एक पक्ष तो यह है कि कोई समाज किसी दूसरे समाज के अधीन नहीं होगा। उसको अपने मामलों के प्रबंध में पूर्ण स्वायत्तता प्राप्त होगी। हर समाज की अपनी विशिष्ट एवं भिन्न प्रकृति होती है। समाज का यह दायित्व है कि वह अपनी इस प्रकृति की सुरक्षा करे। केवल ऐसी स्थिति में ही कोई समाज सभ्यता की निरंतर बहती धारा में अपना सर्वश्रेष्ठ योगदान कर सकता है। कोई औपनिवेशिक देश या ऐसा देश जो दूसरों पर निरंतर निर्भर हो या दूसरों द्वारा शासित हो, वस्तुत: मृत होता है। अत: उसमें जीवन या जीवन शक्ति दिखाई नहीं देती। प्रत्येक समाज की अपनी विशिष्ट प्रकृति होती है और वह केवल तभी विकसित की जा सकती है, जब वह समाज दूसरों पर निर्भर न हो और उसे अपने मामलों के प्रबंध की पूर्ण स्वतंत्रता प्राप्त हो। जब लोकमान्य तिलक ने यह कहा था कि "स्वराज्य मेरा जन्मसिद्ध अधिकार है" तो उनका अभिप्राय था कि जब तक कोई देश दूसरे के शिकंजे में होता है, वह न तो अपनी प्रतिभा के अनुसार अपना विकास कर सकता है और न ही अपने लक्ष्यों की प्राप्ति।

राजनीतिक स्वतंत्रता का दूसरा पक्ष इस अर्थ पर आधारित है कि राज्य या उसके अभिकर्ता व्यक्तिगत स्वायत्तता में हस्तक्षेप अथवा नियंत्रणों की दृष्टि से अपनी शक्तियों का प्रयोग नहीं करेंगे। इसका अभिप्राय एक ऐसे वातावरण का निर्माण करना है जिसमें व्यक्ति निर्भीक रूप से अत्याचार से मुक्त होकर जीवनयापन करेंगे। इसका एक अन्य अभिप्राय है, मानवीय सनक के शासन के बजाय कानून के शासन की स्थापना।

राज्य को केवल तभी हस्तक्षेप करना चाहिए जब यह नितांत आवश्यक हो जब संपूर्ण समाज का हित व सुख राज्य से ऐसे हस्तक्षेप की कोई मांग करता हो। उक्त मान्यताओं से अलग कोई भी अन्य अविवेकी हस्तक्षेप, वैयक्तिक स्वतंत्रता को नष्ट कर देता है। ऐसे हस्तक्षेप से लोग केवल कठपुतलियां या निष्प्राण यंत्र बनकर रह जाते हैं। हमें इस बात का ध्यान रखना चाहिए कि व्यक्ति राज्य की आज्ञा का पालन केवल तभी करते हैं जब उन्हें यह विश्वास हो जाता है कि राज्य उनके जीवन को उन्नत करने की दिशा में क्रियाशील है। जिस क्षण यह भाव लुप्त हो जाता है, असंतोष, अराजकता, बल्कि कभी-कभी तो हिंसक उपद्रव भी राज्य पर अधिकार जमा लेते हैं। यह एक ऐसी प्रवृत्ति है जिससे या तो राज्य में सुधार असंभव हो जाता है और या उससे राज्य को एक नया जीवन तथा बल प्राप्त होता है।

आंतरिक पक्षों की दृष्टि से राजनीतिक स्वतंत्रता को प्राय: राज्य के विषयों में नागरिकों की सहभागिता से जोड़ा जाता है। निस्संदेह, यह भागीदारी राजनीतिक स्वतंत्रता का एक महत्त्वपूर्ण अंश है परंतु उसके अन्य अंश भी उतने ही महत्त्वपूर्ण हैं। उदाहरण के लिए, यदि लोकतंत्र में राज्य मशीनरी स्वार्थी और भ्रष्ट राजनीतिज्ञों के हाथ में हो या ऐसे सरकारी अफसरों के नियंत्रण में हो जो सामान्य जनकल्याण की घोर उपेक्षा करते हुए केवल अपनी स्वार्थसिद्धि में लिप्त हों, तो ऐसी व्यवस्था में वास्तविक राजनीतिक स्वतंत्रता का सर्वथा अभाव होगा। यदि वह होगी भी तो केवल एक ढोंग के रूप में

होगी। यह सही है कि हमें मतदान का अधिकार अवश्य प्राप्त होना चाहिए ताकि हम अपनी सहमति को कार्य रूप दे सकें, परंतु हमारा यह अधिकार किसी ऐसे समाज में निरर्थक होगा जहां सरकारी अधिकारी मतदान पेटियों में हेरा-फेरी करते हों या राजनीतिज्ञ उन सभी हथकंडों को अपनाते हों जिनसे लोकतंत्र मात्र दिखावा प्रकट होता हो। उन्नीसवीं शताब्दी के इंग्लैंड के इतिहास से या आज के भारत या पाकिस्तान अथवा अन्य कुछ अल्प-विकसित देशों से परिचित कोई भी व्यक्ति आज ऐसे शासकों अथवा राजनीतिज्ञों के अस्तित्व को तुरंत स्वीकार करेगा जो त्याग-भावना से ओत-प्रोत हों, जिन्हें समाज की बुनियादी जरूरतों को समझने की योग्यता हो तथा जो जनहित को प्राप्त करने के लिए पूरी तरह समर्पित हो। कोई भी ऐसा राज्य लंबे समय तक टिक नहीं सकता जो समाज के सामान्य कल्याण से अपनी सत्ता का सामंजस्य बिठाने की दिशा में प्रयत्नशील न हो। यदि इन दोनों में सामंजस्य हो तो समाज फलता-फूलता है और उससे जीवन के उत्तम पक्षों की अभिवृद्धि होती है। यदि इन दोनों में विद्वेष हो तो कभी न कभी इनमें से कोई एक पक्ष या दोनों ही पक्ष नष्ट हो जाते हैं। किसी स्वामी-हंता दैत्य (Frankenstein's monster) से यह अपेक्षा नहीं की जा सकती कि वह पूर्णतः स्वतंत्र जनता के सत्य को साकार करेगा। वही राज्य चिरस्थायी हो सकता है जो सामान्य सुख को अपना सुख समझे और उसे व्यवहार में लाने की दिशा में प्रयास करे।

नागरिक स्वतंत्रता, राजनीतिक स्वतंत्रता का सबसे महत्वपूर्ण अंश है। यह लोकतांत्रिक देशों में सभी नागरिकों को उपलब्ध है। हमारा संविधान स्वयं इसको सुनिश्चित करता है। इसका अर्थ यह है कि प्रत्येक व्यक्ति को यह अधिकार है कि वह देश के न्यायालयों में कानून के सम्मुख समान हो। किसी को भी विशेषाधिकार प्राप्त नहीं है। हमारे देश में अब कोई भी जागीरदार अथवा जमींदार नहीं है जो विशेषाधिकारों का दावा कर सके। नागरिक स्वतंत्रता की सबसे महत्त्वपूर्ण सुरक्षा बंदी-प्रत्यक्षीकरण (Habeas Corpus) याचिका है। कोई भी व्यक्ति बंदी बनाए जाने पर इस याचिका का प्रयोग कर सकता है। डायसी के शब्दों में "यह एक ऐसा आदेश है जो उस व्यक्ति पर लागू होता है जिसने किसी अन्य व्यक्ति को बंदी बना रखा हो। इस आदेश द्वारा उस व्यक्ति से यह कहा जाता है कि वह बंदी को सशरीर न्यायालय में प्रस्तुत करे। इसलिए इस याचिका को बंदी-प्रत्यक्षीकरण कहा जाता है। बंदी को इस प्रकार सशरीर प्रस्तुत किए जाने पर न्यायालय यह निर्धारित करता है कि उसे किस आधार पर बंदी बनाया गया है। इस प्रकार, न्यायालय को यह अवसर मिलता है कि वह कानून के नियमन द्वारा उस बंदी के संबंध में कोई उपयुक्त कार्रवाई कर सके"। हर व्यक्ति को तब तक निर्दोष माना जाता है जब तक कि उसका अपराध सिद्ध न हो जाए। नागरिक स्वतंत्रता की मांग है कि किसी बंदी पर कानून-विशेष के उल्लंघन का अभियोग, अनिवार्यतः, सिद्ध किया जाना चाहिए अन्यथा उसे रिहा कर देना चाहिए। किसी भी अधिनायकवादी व्यवस्था में किसी भी व्यक्ति को रातों-रात बंदी बनाया जा सकता है, उसे नजरबंदी-शिविर में रखा जा सकता है या उसे संरक्षणात्मक हिरासत (Protective Custody)में रखा जा सकता है। ऐसे व्यक्ति के पास शक्ति के इस निरंकुश प्रयोग के विरुद्ध कोई उपचारात्मक उपाय नहीं होता। इन व्यवस्थाओं में न्यायपालिका के स्थान पर कार्यपालिका

यह निर्णय लेती है कि अमुक व्यक्ति को रिहा कर दिया जाए या उसकी हिरासत बनी रहे।

भाषण तथा अभिव्यक्ति की स्वतंत्रता नागरिक स्वतंत्रता का एक अन्य महत्त्वपूर्ण पक्ष है। इसका अभिप्राय यह है कि प्रत्येक नागरिक अपने विचारों को दूसरों तक पहुंचाने के लिए स्वतंत्र है। इसमें भाषण, प्रकाशन की स्वतंत्रता तथा सार्वजनिक अभिव्यक्ति सम्मिलित हैं। इसका यह भी अर्थ है कि नागरिकों को अंतःकरण की स्वतंत्रता प्राप्त हो, तथा वे पारस्परिक संबंधों में सहिष्णुता का परिचय दें। हमारी भाषण व अभिव्यक्ति की स्वतंत्रता का मुख्य स्रोत प्राचीन यूनान है। स्वयं हमारे कानून-निर्माताओं ने इसकी महत्ता पर बल दिया था परंतु इसकी सर्वोत्तम प्रस्तुति प्राचीन यूनान में ही हुई थी। वहां सुकरात ने इसकी रक्षा के लिए प्रथम बलिदान दिया था। उसका जीवन एक प्रकार से स्वतंत्रता के विरोधाभास को प्रकट करता है। उसे मृत्यु-दंड इसलिए दिया गया था क्योंकि उसके उपदेश व विचार तत्कालीन सरकार को स्वीकार्य नहीं थे। उसने अपने न्यायाधीशों से कहा कि "वे विषय जिन पर आप मुझे लोगों से बात करते हुए रोज सुनते हैं वे व्यक्ति के लिए सर्वाधिक हितकारी हैं।" उसका यह मत था कि कोई ऐसा जीवन, जो इस प्रकार की चर्चा से वंचित हो, जीने योग्य हो ही नहीं सकता।

सुकरात भाषण व अभिव्यक्ति की स्वतंत्रता में निहित जिम्मेदारियों के प्रति भी पर्याप्त रूप से सचेत था। स्वतंत्रता का निंदात्मक अथवा देशद्रोही उद्देश्यों के लिए प्रयोग नहीं किया जा सकता। यदि सुकरात यह वचन देता कि वह चुप रहेगा और अपनी अनंत चर्चाओं को बंद कर देगा तो निर्णायक मंडल उसे दोषमुक्त घोषित कर देता, परंतु उसने यह घोषित किया कि "मैं अपने तौर-तरीके नहीं बदलूंगा चाहे मुझे हजार बार क्यों न मरना पड़े।" उसने भाषण व अभिव्यक्ति की स्वतंत्रता को उचित ठहराया परंतु देशद्रोह के अधिकार को कोई मान्यता नहीं दी। अपने जेल-प्रवास के दौरान देश के प्रति मनुष्य के ऋण की चर्चा करते हुए सुकरात ने क्राइटो को यह बताया कि प्रत्येक व्यक्ति को अपने देश का सम्मान करना चाहिए और आवश्यकता पड़ने पर उसे अपने देश की सेवा करनी चाहिए।

सामाजिक स्वतंत्रता का अभिप्राय है कट्टरपंथी अथवा संकीर्णता की हदबंदियों से अथवा स्वतंत्रता के अंधे अनुपालन के किसी भी सामाजिक आवेग से लोगों को मुक्ति दिलाना। बहुमत, समाज में निरंकुश होने की तथा अल्पमत को आतंकित करने की प्रवृत्ति रखता है। अतीत में अनेक महान आत्माएं अनेक बार फांसी के तख्ते पर केवल इसीलिए चढ़ती आई हैं क्योंकि उनके विचार और विश्वास समाज के बहुमत से भिन्न थे। वास्तव में बहुमत की निरंकुशता तो किसी एक व्यक्ति की निरंकुशता से भी कहीं अधिक घातक हो सकती है क्योंकि वह व्यक्ति के जीवन के लगभग सभी क्षेत्रों में घुसपैठ कर सकती है। अतः इस संदर्भ में राज्य से यह अपेक्षा की जाती है कि वह व्यक्ति की स्वायत्तता की दिशा में प्रकट बाधाओं को दूर करेगा और लोगों को अभयदान देते हुए उनकी क्षमताओं का उन्मुक्त संबोधन करेगा।

आर्थिक स्वतंत्रता से अभिप्राय है दूसरो पर निर्भरता के बिना जीवनयापन की सभी मौलिक आवश्यकताओं की पूर्ति। आर्थिक स्वतंत्रता, किसी भी स्वतंत्र समाज का मूल आधार है। भविष्य की आवश्यकताओं की पूर्ति के लिए दूसरों की दया पर आश्रित किसी व्यक्ति से यह अपेक्षा नहीं जा सकती कि वह नागरिक सद्गुणों की किसी धारणा

अथवा मूल्यों से प्रतिबद्ध होगा। वह तो मानवता के अवसाद से भी वंचित रह सकता है। यह जितना व्यक्ति पर लागू होती है उतनी ही राज्य पर भी। विदेशी सहायता पर अत्यधिक निर्भर होकर भी राज्य कभी न कभी आर्थिक लाभ के बदले में अपनी स्वतंत्रता के साथ कोई न कोई समझौता करने को बाध्य होता ही है। लेटिन अमेरिका के देशों का अनुभव इस बात का सर्वश्रेष्ठ उदाहरण है। इसी प्रकार भुखमरी, बीमारी और गरीबी के दु:स्वप्नों से डरा-सिमटा कोई व्यक्ति स्वायत्त जीवन नहीं जी सकता। वह समाज में अपने सर्वश्रेष्ठ योगदान हेतु अयोग्य हो जाता है। यह भी ध्यान में रखना आवश्यक है कि जीवनयापन की मौलिक वस्तुओं में समस्त संपदाएं या उपभोग के ऐसे साज-सामान सम्मिलित नहीं होते जिनका विविध प्रकारों में हमारी आधुनिक सभ्यता ने विकास कर दिया है। इसका अर्थ तो केवल यह है कि दूसरों की इच्छा पर आश्रित न रहते हुए अपनी रोज की दाल-रोटी का प्रबंध किया जा सके। इस संबंध में लास्की का यह मत उल्लेखनीय है कि "कुछ लोगों के अनावश्यक खर्चे से पहले सबके लिए पर्याप्तता होनी चाहिए।" कोई व्यक्ति जो सुबह से शाम तक लगातार रोटी जुटाने की चिंता में हो, जो हताश और अज्ञानी हो और निरुद्देश्य जीता हो तथा जिसका जीवन दूसरों की इच्छा पर निर्भर हो, वह अपनी स्वायत्तता का उपयोग कभी नहीं कर सकता। आर्थिक स्वतंत्रता के लिए उसे कभी-कभी अपने चरित्र और राजनीतिक स्वतंत्रता को भी दाव पर लगाना पड़ता है।

वास्तव में, राजनीतिक स्वतंत्रता अर्थहीन है जब तक उसे आर्थिक स्वतंत्रता का ठोस आधार नहीं मिलता। आर्थिक स्वतंत्रता की इस धारणा का एक निहित अर्थ यह है कि समाज में कार्य करने की इच्छा और क्षमता वाले किसी भी व्यक्ति को इतना कुछ प्राप्त हो कि वह उसके बल पर बिना किसी बाधा के सामाजिक तथा राजनीतिक जीवन में सक्रिय भाग ले सके। कोई मजदूर जिसे उसका मालिक बिना किसी निष्पक्ष जांच के नौकरी से हटा सकता है, वास्तव में बहुत कम आर्थिक स्वतंत्रता का उपभोग करता है। किसी भूखे आदमी के लिए लोकतंत्र और उसके अन्य उपकरणों का बहुत कम महत्त्व होता है। मानव इतिहास में ऐसा कई बार हुआ है और गरीब समाजों में तो प्राय: ऐसा होता ही आया है कि जीवनयापन के साधनों से वंचित व्यक्ति, हिंसक क्रांतियों से अपने समाज को झकझोर देता है।

उदारवादी विचारक सामाजिक और राजनीतिक स्वतंत्रता पर अधिक बल देते हैं। उन्होंने अपनी पूरी सामर्थ्य से यह सिद्ध करने का प्रयास किया कि सरकार के समस्त प्रकारों में लोकतंत्र ही श्रेष्ठ है। वे व्यक्तियों के जीवन में राज्य की न्यूनतम भूमिका के भी पक्षधर हैं। उनका यह तर्क है कि अधिकांश मामलों को व्यक्ति की पहल पर छोड़ा जाना चाहिए क्योंकि वैयक्तिक पहल और साहसिकता की भावना ही मानवता की प्रगति में मुख्यत: उत्तरदायी रही है। जॉन स्टुअर्ट मिल ने तो इस संबंध में यहां तक कहा है कि यदि व्यक्ति द्वारा कोई कार्य बुरी प्रकार से भी किया गया हो तो वह उसे अपनी नैतिक शिक्षा के भाग के रूप करना चाहिए। यद्यपि इस चिंतन की एक बड़ी कमी यह है कि वह उन परिस्थितियों की अनदेखी करती है जो व्यक्ति के स्वयं के नैतिक अस्तित्व को प्राय: नष्ट करती है क्योंकि उन पर व्यक्ति का अपना कोई नियंत्रण ही नहीं होता। भारत में बहुत लोग ऐसे हैं जो गरीबी रेखा के नीचे रहते हैं और वास्तव में बहुत सीमित स्वतंत्रता का आनंद उठाते हैं।

समाज के पिछड़े वर्ग के लोगों के लिए मतदान की स्वतंत्रता अथवा धर्म व नैतिकता का कोई अर्थ नहीं है। उन्हें ऐसा संदेह होता है कि आर्थिक दृष्टि से संपन्न वर्ग का एक साधन बन कर राज्य स्वयं उनके शोषण का उपकरण बन गया है। वास्तव में भूख से त्रस्त व्यक्ति के सम्मुख मतदान का अधिकार या धर्म की चर्चा निरर्थक है। कंगालों का राष्ट्र कभी न कभी अपने उचित दंड का भागीदार होता ही है। निर्धनता से त्रस्त वर्ग या तो पूर्व कर्मों का प्रतिफल मानते हुए अपनी स्थिति को चुपचाप स्वीकार कर लेता है या वह विविध प्रकार के प्रतिरोधों को इस आशा से अपना लेता है कि वे उसके लिए सहायक होंगे। कभी-कभी प्रतिरोध के रूप में वह हिंसक क्रांतियों का रास्ता भी चुन लेता है। ऐसे समाजों में धन की शक्ति सबसे बड़ी शक्ति बन जाती है। चुनावों में वोट बेचे व खरीदें जाते हैं। भूख से त्रस्त किसी व्यक्ति के लिए उपयुक्त व्यक्ति को अपना वोट देने की अपेक्षा सही या गलत तौर पर धन प्राप्त करना अधिक महत्त्वपूर्ण है क्योंकि पैसा उसे कम से कम कुछ दिनों की भूखमरी से तो मुक्ति दिलाएगा।

हमें यह नहीं भूलना चाहिए कि एक बार महाराणा प्रताप भी अपने लड़के को रोटी के लिए बिलखते देखकर विचलित हो गए थे तथा उस कमजोर क्षण में उन्होंने सम्राट अकबर की अधीनता मानने की भी ठान ली थी। यदि महाराणा प्रताप के जीवन में ऐसा कमज़ोर क्षण आ सकता है तो साधारण व्यक्तियों से यह आशा कैसे की जा सकती है कि वे ऐसी विषम परिस्थितियों में अपनी स्वतंत्रता की सुरक्षा करेंगे।

इमेनुएल कान्ट, एक जर्मन आदर्शवादी विचारक की दृष्टि में नैतिक स्वतंत्रता, व्यक्तिगत स्वायत्तता है ताकि हम अपने आप स्वयं के मालिक बन सकें। नैतिक स्वतंत्रता सार्वभौमिक लक्ष्यों की प्राप्ति के प्रयासों का ही दूसरा नाम है। ये वे लक्ष्य हैं जो किसी समाज को चरित्र व एकात्मकता प्रदान करते हैं। नैतिक स्वतंत्रता आत्म-त्याग व आत्म-शुद्धि की प्रक्रिया से अर्जित की जा सकती है। यह प्रक्रिया जीवन के उस भाव में निहित है जिसे प्राचीन भारतवासियों ने जीवन की सात्विक प्रवृत्ति का नाम दिया था। अंत में विवेचना करते हुए यह कहा जा सकता है कि किसी राज्य का बल न तो संपत्ति पर निर्भर करता है और न ही शस्त्रों पर। यह जनसंख्या पर भी आधारित नहीं है। वास्तव में, राज्य का सच्चा बल तो नागरिकों के सामान्य हित व कल्याण के प्रति त्याग-भाव पर निर्भर होता है।

नैतिक स्वतंत्रता के संदर्भ में यह स्पष्टीकरण भी नितांत आवश्यक है कि वह संसार के कोलाहल से अलग सन्यासियों की स्वतंत्रता नहीं है। ऐसा इसलिए क्योंकि हमारे चारों ओर का संसार तो वास्तविकता है और शायद सर्वोच्च वास्तविकता भी। यदि संसार के परे कुछ है भी, तो हमें उसकी जानकारी नहीं है। अतः नैतिक स्वतंत्रता से अभिप्राय है निजी जीवन में भावावेशों का परस्पर तादात्म्य। यह सद्भाव सात्विक अथवा रचनात्मक दृष्टिकोण द्वारा अर्जित किया जा सकता है। सामाजिक जीवन में ये सात्विक तौर-तरीके किसी व्यक्ति के समाज के प्रति प्रेम, त्याग, मैत्री व सहानुभूति की भावना में अंतर्निहित होते हैं। इस अर्थ में प्रयुक्त नैतिक स्वतंत्रता, राज्य के क्षेत्राधिकार के बाहर है। राज्य, नैतिक जीवन की प्राप्ति से जुड़ी समस्त अनिवार्य अवस्थाओं को उपलब्ध करा सकता है लेकिन यह स्वयं किसी ऐसे व्यक्ति को नैतिक नहीं बना सकता जिसकी न तो ऐसा बनने की क्षमता हो न ही इच्छा। अतः जहां तक राज्य का

संबंध है, वह तो केवल ऐसा वातावरण ही निर्मित कर सकता है जिसके अंतर्गत व्यक्ति उपयुक्त सभी गुणों को प्राप्त करने व विकसित करने के अवसर पा सके। राजनैतिक और आर्थिक स्वतंत्रता तब तक निरर्थक है जब तक कि उनसे नैतिक स्वतंत्रता के अभीष्ट उद्देश्यों को पाने के अवसर उपलब्ध न हो। इसके विपरीत यह कहा जा सकता है कि किसी भी ऐसे समाज में नैतिक स्वतंत्रता का विचार पनप नहीं सकता जहां या तो मशीनी अनुशासन विद्यमान हो या वह समाज गरीबी का शिकार होते हुए भी पैसे की अंधी होड़ में सम्मिलित हो।

कानून और स्वतंत्रता

कानून यह प्रतिपादित करता है कि कोई नागरिक क्या करने के लिए और क्या न करने के लिए स्वतंत्र है। राज्य बाध्यकारी शक्ति पर नियंत्रण रखते हुए व्यक्ति और समूह के रिश्तों में बलप्रयोग का कानूनन निषेध करते हुए सभी को स्वतंत्रता उपलब्ध कराता है। स्वतंत्रता का अर्थ मनमाने ढंग से सब कुछ करने की स्वतंत्रता नहीं है। हम प्राय: अपनी मांगों को बढ़ा-चढ़ा कर प्रस्तुत करते हैं। इस दृष्टि से पूर्णत: स्वतंत्र समाज तो संभव हो ही नहीं सकता। ऐसी स्थिति तो अराजकता उत्पन्न करेगी जिसमें केवल बलशाली ही स्वतंत्रता का प्रयोग कर सकेंगे। पूर्ण स्वतंत्र तो केवल शून्य की स्थिति में ही हो सकते हैं। जहां किसी अन्य व्यक्ति का कोई अस्तित्व ही नहीं हो सकता। ऐसा इस कारण क्योंकि ज्यों ही अन्य व्यक्ति होंगे तो हम अपनी इच्छाओं और मांगों को पूरा करने के लिए एक-दूसरे पर बलप्रयोग करना शुरू कर देंगे। इस कारण कानून व स्वतंत्रता का परस्पर गहरा संबंध है। कानून एक आवश्यक बुराई हो सकता है। यह भी संभव है कि हम कानून का कम से कम प्रयोग करें लेकिन सब की स्वतंत्रता को प्राप्त करने के लिए कानून अनिवार्य हो जाता है।

स्वतंत्रता की अभिवृद्धि के लिए कुछ प्रतिबंध आवश्यक है। कभी-कभी कानून सार्वजनिक हित के लिए लोगों को मर्यादित करता है। उदाहरण के लिए, कॉपीराइट का कानून, व्यक्ति के भाषण व अभिव्यक्ति की स्वतंत्रता के अधिकार को मर्यादित करता है। यदि कोई ऐसा कानून न हो तो लेखकों को उनके श्रम का फल नहीं मिल सकेगा। इसी प्रकार, सभी के लिए समान व्यवस्था सुनिश्चित करने के लिए किसी न किसी की कुछ न कुछ स्वतंत्रता को तो प्रतिबंधित किया ही जाता है। हम इस बात पर बल देते है कि एक प्रकार की वस्तु के लिए हर किसी से एक ही दाम वसूल किए जाएं। हम लोगों को ऐसे स्कूल खोलने के लिए प्रोत्साहित नहीं करते जो जाति, धर्म, भाषा अथवा समुदाय के आधार पर भेद-भाव करते हों।

जैसा कि पहले बताया जा चुका है कि प्रत्येक कानून स्वतंत्रता के अनुकूल नहीं होता। कानून का प्राय: दुरुपयोग भी हुआ है। सभी कानून विवेकशील और न्यायपूर्ण नहीं होते। कभी ऐसा भी हो सकता है कि अधिकारी सही इरादे से कानून का निर्माण करें, लेकिन इस बारे में मूल निर्णय गलत हो सकता है। यह भी संभव है कि न्याय के लिए लोगों की न्यायालयों तक पहुंच न हो सके और ऐसी स्थिति में कार्यपालिका की इच्छा के अतिरिक्त विवाद-समाधान का कोई अन्य तरीका ही न उपलब्ध हो पाए। कभी-कभी न्यायालय के निर्णय भी पक्षपातपूर्ण हो सकते हैं। बिना समुचित जांच-पड़ताल के लोगों को मात्र अपराध के आरोप पर सज़ा हो सकती है। इसीलिए शुरू से ही शक्ति के मनमाने प्रयोग के विरुद्ध स्वतंत्रता का दावा किया जाता

रहा है। इन स्थितियों के अतिरिक्त यह भी हो सकता है कि कोई सरकार, विद्रोह या अचानक सत्ता-परिवर्तन के परिणामस्वरूप बनी हो या कोई विदेशी शक्ति हम पर शासन करती हो। यदि कोई शासक स्वेच्छाचारी व कानून की परवाह न करने वाले बन जाए तो उसकी अवज्ञा भी मुश्किल हो जाती है। यदि सत्ता पर अंकुश न हो तो हम किसी अनैतिक व निरंकुश सत्ता का प्रतिरोध करने के लिए आवश्यक क्षमता भी प्रायः नहीं जुटा पाते। मृत्युदंड, यातना व नौकरी छूटने आदि के भय, ये सब ऐसे दबाव होते हैं जो हमें अनैतिक सत्ता की बात मानने को भी बाध्य कर देते हैं।

इसी कारण किसी कानूनी व्यवस्था में नियंत्रण एवं संतुलन की व्यवस्था की जाती है। सरकार के भय से मुक्ति के लिए नागरिकों को अधिकार व उन्मुक्तियां सुलभ कराई जाती हैं। इसीलिए हम कानून के शासन व न्यायपालिका की स्वतंत्रता पर बल देते हैं। अधिकार, वे सीमाएं निर्धारित करते हैं जिनके बाहर कोई शासक जा ही नहीं सकता। वे सरकार के साथ संबंधों में नागरिकों की स्वतंत्रता को परिभाषित करते हैं तथा वे स्वतंत्रता का सबसे सटीक उदाहरण है। अधिकार निरंकुश शक्तियों के प्रयोग से नागरिकों की रक्षा करते हैं। हम नागरिक जीवन में तब तक उन्मुक्त रूप से भाग नहीं ले सकते जब तक हम बलप्रयोग के भय से मुक्त न हों। इस कारण भी हम इस बात पर जोर देते हैं कि कानून के प्रवर्तन की प्रक्रिया उचित होनी चाहिए। कानून की उचित प्रक्रिया के अतिरिक्त किसी भी अन्य बलप्रयोग से बचाव वास्तविक स्वतंत्रता की पूर्व शर्त है। यह उचित प्रक्रिया पहचानने योग्य होनी चाहिए ताकि हर किसी को न केवल निर्णय का ज्ञान हो बल्कि यह भी ज्ञात हो कि वह निर्णय कैसे लिया गया है। इससे नागरिकों में आत्मविश्वास पैदा होता है। उन्हें यह विश्वास होता है कि अधिकारी निश्चित कानून के भंग करने पर ही उन्हें पकड़ सकते हैं। इस दिशा में अधिकारियों की निजी अथवा संकीर्ण मान्यताओं का कोई स्थान नहीं होता। यह हो सकता है कि कोई व्यक्ति पुलिस की निगाह में बुरा हो परंतु उसे यह पक्का विश्वास होता है कि वह पुलिस की धर-पकड़ से तब तक बचा रहेगा जब तक कि वह किसी कानून या सं[illegible] का उल्लंघन नहीं करता।

नागरिक न केवल स्वतंत्र है बल्कि उसे यह ज्ञान भी होना चाहिए कि वह स्वतंत्र है। ये तथ्यात्मक व प्रक्रियात्मक सुरक्षाएं ही व्यक्ति को कानून के दुरुपयोग से बचा पाती है। जीवन के समस्त क्षेत्रों में सरकारी गतिविधियों के अत्यधिक विस्तार के कारण इस आवश्यकता को हाल ही में अत्यधिक प्रबल रूप से अनुभव किया है।

जब व्यवस्था का दुरुपयोग किया जाता हो, तो नागरिक अपनी स्वतंत्रता की रक्षा के लिए अंतिम उपाय के रूप में विद्रोह अथवा प्रतिरोध के अधिकार का प्रयोग करने के लिए बाध्य हो जाते हैं। फ्रांसिसी राज्यक्रांति इसका एक ज्वलंत उदाहरण है। कानूनी प्रत्यक्षवादी जब कानून के लागू करने के आधार पर किसी कानून के वैध होने की घोषणा करते हैं, तो वे आम तौर पर सही ही होते हैं, परंतु असामान्य स्थितियों में हमें संत अगस्तीन के इस कथन की याद आती है कि न्याय से अछूते राज्य वास्तव में लुटेरों के गिरोहों का विराट रूप हैं। जर्मनी में नाजी व्यवस्था प्रभावी अवश्य थी लेकिन साथ ही वह विक्षिप्त (पागलपन से युक्त) भी थी। इसी प्रकार भारत में ब्रिटिश शासन भी प्रभावी था परंतु साथ ही साथ वह शोषणकारी भी था। ऐसी स्थितियों में हम केवल इसी भाव से

किसी व्यवस्था की अनुपालना के लिए बाध्य हो सकते हैं कि अगर हम ऐसा नहीं करेंगे तो हम गोलियों से भून दिए जाएंगे। ऐसी व्यवस्थाओं में अनुपालना की कोई नैतिक अनिवार्यता नहीं रहती। जैसा कि रूसो ने स्पष्ट किया था, हम केवल ऐसी औचित्यपूर्ण शक्ति की बात मानने को ही बाध्य हो सकते हैं जो किसी समुदाय के औचित्य एवं वैधता की भावना का अनुमोदन करती है। प्रत्येक कानून को वैधता की ऐसी कसौटी पर खरा उतरना होता है।

अभ्यास

1. स्वतंत्रता की अवधारणा की व्याख्या कीजिए।
2. 'नकारात्मक' और 'सकारात्मक' स्वतंत्रता में अंतर बताइए।
3. आर्थिक, राजनीतिक और नैतिक स्वतंत्रता का क्या अर्थ है?
4. कानून और स्वतंत्रता के परस्पर संबंधों की चर्चा कीजिए।
5. 'भाषण और अभिव्यक्ति' की स्वतंत्रता से आप क्या समझते हैं ?

अध्याय 3

समानता

समानता क्या है?

कुछ लोगों ने समानता को पूर्ण व बिना शर्त सिद्धांत के रूप में परिभाषित किया है। उन्होंने इस बात पर बल दिया है कि सभी व्यक्ति कुछ आधारभूत लक्षणों व विशेषताओं की दृष्टि से समान होते हैं और इस कारण उनसे समान आधार पर व्यवहार किया जाना चाहिए। कुछ लोग इस बात पर बल देते हैं कि 'सभी व्यक्ति प्राकृतिक रूप से समान है।' कुछ धार्मिक परंपराओं तथा विचारकों के अनुसार सभी व्यक्ति समान रूप से ईश्वर की संतान हैं, अत: वे समान व्यवहार के अधिकारी हैं। प्रारंभिक उदारवादी विचारकों का यह तर्क था कि सभी व्यक्ति समान हैं क्योंकि वे समान प्राकृतिक अधिकारों का उपभोग करते हैं। उपयोगितावादियों, विशेषत: बेन्थम, की इस संदर्भ में यह मान्यता थी कि सभी व्यक्ति सुख अथवा पीड़ा को समान रूप से अनुभव करते हैं, अत: वे समान हैं। कान्ट के विचार में व्यक्ति इसलिए समान हैं क्योंकि वे नैतिक होने व नैतिक कानूनों को निर्मित करने की समान क्षमता रखते हैं। समाजवादियों की दृष्टि में सभी व्यक्ति 'समान मानवता' के सहभागी हैं, उनकी भौतिक विशेषताएं तथा सामाजिक आवश्यकताएं समान हैं। ये समस्त दृष्टिकोण समान रूप से यह भाव प्रकट करते हैं कि सभी व्यक्ति कुछ निश्चित विशेषताओं और आवश्यकताओं का समान रूप से प्रतिनिधित्व करते हैं। हमारा संविधान भी जाति, वर्ग, पंथ, लिंग अथवा प्रजाति के आधार पर किसी भी प्रकार के भेदभाव का निषेध करता है।

उक्त तर्कों व मान्यताओं का निहित अर्थ यह है कि सभी व्यक्ति समान हैं। अत: उनसे समानता का व्यवहार किया जाना चाहिए। चूंकि व्यक्ति मूलत: भिन्न सामाजिक परिवेश में पाए जाते हैं, इसलिए समानता वास्तविक जीवन में असंभव है। उदाहरण के लिए, परिवार की प्रकृति व उसका स्तर निश्चित रूप से किसी बच्चे के चरित्र पर अपना प्रभाव छोड़ता है। जब तक इस प्रकार की परिवार व्यवस्था चलती रहेगी तब तक पूर्ण समानता स्थापित करना असंभव है।

इस प्रकार, प्रासंगिक आधारों पर व्यक्तियों में निहित अंतर अथवा असमानताओं को प्राय: न्यायसंगत माना जाता है। अरस्तू ने सद्गुणों के आधार पर समान विषयों में अंतर निर्धारित किए थे। उदाहरण के लिए कुछ गणित में प्रवीण होते हैं तो कुछ बांसुरीवादन में। अत: पहली श्रेणी के लोगों को गणित में प्रशिक्षण देना जरूरी है जबकि दूसरी श्रेणी के लोगों को अच्छी बांसुरी प्रदान करने की आवश्यकता है। विभिन्न व्यक्तियों की भिन्न कार्यक्षमताओं के आधार पर ही जातिव्यवस्था को न्यायोचित ठहराया गया था। कुछ समसामयिक समतावादी भिन्न-भिन्न आवश्यकताओं के आधार इसे उचित मानते हैं। इन समस्त प्राकृतिक विषमताओं के बावजूद सभी व्यक्तियों से समान व्यवहार करना ही वांछनीय है। अन्य समस्त बातें अतार्किक हैं।

आवश्यकताओं, सद्गुणों अथवा योग्यतासंबंधी तर्क का प्रायः अवसरों की समानता से जोड़ा जाता है। यह संभव है कि किसी बच्चे में प्रतिभा हो, परंतु उसके माता-पिता की गरीबी उसकी प्रतिभा का विकास करने में बाधक हो सकती हैं। इस कारण से 'प्रकृति' तथा 'लालन-पालन' दोनों महत्त्वपूर्ण माने जाते हैं। प्लेटो ने एक ऐसे समाज की कल्पना की थी जहां समान योग्यता वाले बच्चों को समान अवसर दिए जाते हों। पर्याप्त अवसरों की उपलब्धि का अर्थ है कि सभी को उनके व्यक्तित्व के विकास संबंधी आवश्यक परिस्थितियां और अवस्थाएं प्रदान की जाएं। किसी गरीब का बच्चा केवल इस कारण अपनी विशेष प्रकृति अथवा प्रतिभा के विकास से वंचित न रहे कि उसके माता-पिता निर्धन हैं या उनके पास पर्याप्त साधनों का अभाव है। अवसरों की समानता संबंधी उक्त धारणा स्वतंत्रता व स्वायत्तता के मूल्य को स्वीकार करती है। वह यह मानती है कि व्यक्ति अपनी निजी जीवनशैली को साकार करने के लिए स्वतंत्र है परंतु साथ ही वह इस बात पर भी बल देती है कि व्यक्तियों को ऐसा करने के पर्याप्त समान अवसर मिलने चाहिए।

प्रारंभिक उदारवादियों ने संपत्ति के पूर्ण अधिकार को प्रतिपादित किया था। इस अधिकार की बाद में आलोचना इसलिए की गई क्योंकि यह सामाजिक संसाधनों के वितरण की आवश्यकता पर ध्यान नहीं देता है। ऐसे वितरण के अभाव में समाज के कमजोर या निर्धन वर्ग अपनी स्वतंत्रता का संवर्द्धन नहीं कर सकते। उदाहरण के लिए, हम यह अनुभव करते हैं कि अनुसूचित जाति/जनजातियों के पक्ष में प्रचलित संरक्षित विभेद उनकी स्वतंत्रता व समानता के लिए आवश्यक है।

उदारवादियों ने राजनीतिक समानता पर बल दिया है। उनके अनुसार सभी को समानता के आधार पर राजनीतिक प्रक्रिया में भाग लेना चाहिए। इसके लिए कुछ लोग प्रत्यक्ष लोकतंत्र के पक्ष में तर्क देते हैं परंतु प्रत्यक्ष लोकतंत्र को अव्यावहारिक मानने वाले कुछ विचारकों का यह तर्क है कि आधुनिक राज्य के विशाल आकार के कारण ऐसी लोकतांत्रिक प्रणाली अनुपयुक्त है। विकल्प के तौर पर वे राजनीतिक विकेंद्रीकरण पर बल देते हैं।

मार्क्सवादी तथा समाजवादी, आर्थिक समानता पर बल देते हैं। उनके मतानुसार कुछ संपन्न एवं समृद्ध लोगों को अधिकांश लोगों का भाग्यविधाता नहीं होना चाहिए। वे समाज में व्याप्त सभी प्रकार की असमानताओं की आलोचना करते हैं क्योंकि उनकी दृष्टि में ये असमानता कुछ धनिक लोगों के हाथों में शक्ति का केंद्रीकरण कर देती है। कुछ समाजवादी समस्त संपत्ति के राष्ट्रीयकरण के पक्षधर हैं जबकि कुछ अन्य कहते हैं कि उससे नौकरशाही का बोलबाला हो जाता है। ये नौकरशाही ऐसी स्थिति में संपत्तिवान लोगों का स्थान ले लेती है। इसलिए समाजवादी आर्थिक शक्ति के साथ-साथ राजनीतिक शक्ति के विकेंद्रीकरण पर बल देते हैं।

वास्तविक समता पर आधारित समाज में राजनीतिक नियंत्रण, सामाजिक विभेद तथा आर्थिक अभाव से प्रभावित हुए बिना भी लोगों को अपनी आवश्यकता पूर्ति व क्षमता-प्राप्ति के समान अवसर प्राप्त होते हैं।

स्वतंत्रता तथा समानता

जैसा कि स्पष्ट है, स्वतंत्रता की सामान्य अवधारणा समानता की अवधारणा से अभिन्न रूप से जुड़ी हुई है। स्वतंत्रता, समानता की अनिवार्य दशा है और समानता, स्वतंत्रता की। हम केवल तभी स्वतंत्र हो सकते हैं जब हम स्वायत्त हो और अपना कार्यक्षेत्र स्वयं निर्धारित करते हों। ऐसा हम तभी कर सकते हैं जब हम पूर्ण रूप से समान हों। स्वतंत्रता व समानता के इस पारस्परिक संबंध के बावजूद लार्ड एक्टन

जैसे विचारकों ने उन्हें असंगत माना है। स्वतंत्रता संबंधी अपने व्याख्यान में लॉर्ड एक्टन ने यह मत व्यक्त किया था कि फ्रांसीसी क्रांति के दौरान "समानता की प्रबल इच्छा ने स्वतंत्रता की आशा को निष्प्रभावी कर दिया था"। परंतु एक्टन का ऐसा विचार वास्तव में भ्रांतिपूर्ण है। स्वतंत्रता का अर्थ प्रतिबंधों की अनुपस्थिति मात्र नहीं है। यह उससे कहीं अधिक सकारात्मक विचार है। इसका अर्थ है व्यक्ति की स्वायत्तता और अपना कार्यक्षेत्र स्वयं निर्धारित करने की क्षमता। इसका यह भी अर्थ प्रासंगिक है कि निजी स्वायत्तता अन्य लोगों की वैसी ही स्वायत्तता को प्रतिबंधित नहीं कर सकती। हम सभी अपनी-अपनी क्षमताओं को सहज रूप से पाने के समान अधिकारी हैं। समानता वह परिस्थिति है जिसमें हम इस स्थिति को सर्वाधिक विश्वसनीयता से प्राप्त कर सकते हैं। जब हम यह कहते हैं कि व्यक्तियों को स्वतंत्रता का अधिकार प्राप्त है तो हमारा अभिप्राय समान स्वतंत्रता अथवा समान अवसरों की वास्तविकता पर बल देना होता है। इसी कारण समानता को प्रायः न्याय से जोड़ा जाता है। किसी व्यक्ति को केवल उतनी ही स्वतंत्रता प्राप्त होती है जितनी कि वह अन्य लोगों की इसी प्रकार की स्वतंत्रता से संगत होती है। यहां कुछ सुनिश्चित संदर्भों में स्वतंत्रता व समानता के परस्पर संबंधों को निरूपित करना उपयुक्त होगा :

- राजनीतिक समानता की सर्वश्रेष्ठ गारंटी किसी लोकतांत्रिक व्यवस्था से मिलती है। जैसा कि बेन्थम ने स्पष्ट किया है, किसी लोकतांत्रिक व्यवस्था से ही प्रत्येक नागरिक को एक संपूर्ण इकाई के रूप में गिना जाता है। यद्यपि हमारे समक्ष अनेक ऐसे राष्ट्रों के उदाहरण विद्यमान हैं जहां लोकतंत्र तानाशाही का शिकार हो गए। संभवतः इसी कारण टॉकिविले ने लोकतंत्र व कुलीनतंत्र की समन्वयकारी व्यवस्था को स्वतंत्रता के लिए सर्वाधिक उपयुक्त माना था। फिर भी हमारा अनुभव हमें यह बताता है कि शासन के किसी भी अन्य स्वरूप की तुलना में लोकतंत्र, स्वतंत्रता को सबसे अधिक गारंटी प्रदान करता है।
- नागरिक समानता अथवा कानून के समक्ष समानता स्वतंत्रता की अनिवार्य पूर्व-शर्त है। इसका अर्थ यह है कि कानून शासन करने वालों के पूर्वाग्रहों, कुटिलताओं अथवा पक्षपातपूर्ण दृष्टिकोणों पर आधारित नहीं होता। उससे यह अपेक्षा की जाती है कि वह व्यक्ति व उसकी संपत्ति को सुरक्षा प्रदान करेगा। केवल उसी स्थिति में हम अपनी स्वायत्तता अथवा सर्वश्रेष्ठ प्रतिभा अर्जित करने की आवश्यक स्थितियों का भरपूर लाभ उठा सकते हैं।
- आर्थिक समानता भी आवश्यक है। प्रायः समस्त कानून और कर हमारी स्वतंत्रता का हनन करते हैं परंतु कभी-कभी वे सामान्य स्वतंत्रता में अभिवृद्धि के हेतु ऐसा करते हैं। समाज में असमानताओं पर अंकुश लगाने वाला कोई समाजवादी व्यवस्थापन वास्तव में स्वतंत्रता का उल्लंघन नहीं करता अपितु उससे तो स्वतंत्रता की आवश्यक शर्तें ही परिपूर्ण होती हैं। ऐसे व्यवस्थापन का उद्देश्य किसी जमींदार तथा पूंजीपति के शोषण से किसान तथा मजदूर को मुक्त कराना तथा अधिक समानता स्थापित करना होता है।

स्वतंत्रता व समानता के संबंधों को भलीभांति समझने की दृष्टि से एकाधिकार (Monopoly) की किसी एक स्थिति पर दृष्टिपात करना आवश्यक है। यदि विद्युत की पूर्ण आपूर्ति किसी एक व्यक्ति के हाथ में आ जाए तो अन्य सभी लोग इस विषय में अपनी स्वतंत्रता खो देंगे। विद्युत आपूर्ति पर नियंत्रण रखने

वाला वह व्यक्ति अपनी इच्छानुसार विद्युत देने की मनचाही कीमत वसूल कर सकेगा। कोई दूसरा व्यक्ति अपनी विद्युत की आवश्यकता पूरी करने हेतु अधिक से अधिक चोरी ही कर पाएगा। यदि विद्युत आपूर्ति के स्वामित्व के अधिकार को सबके लिए समान कर दिया जाए तो उस स्थिति में केवल मूलभूत एकाधिकार की स्वतंत्रता को घाटा होगा, परंतु उसका यह घाटा अन्य सभी के लाभ के बदले में गौण होगा। ऐसे सभी कानून जो आवश्यकताओं व क्षमताओं के अनुरूप समानता को स्वीकार करते हैं वस्तुतः पूरी तरह स्वतंत्रता के अनुरूप होते हैं।

राजनीतिक समानता, नागरिक अथवा कानूनी समानता तथा आर्थिक समानता में पारस्परिक क्या संबंध है? किसी व्यक्ति का नागरिक मामलों में भाग लेने का अधिकार भाषण व अभिव्यक्ति की स्वतंत्रता के बिना व्यर्थ है। आर्थिक समानता के बिना राजनीतिक समानता निरर्थक है। आर्थिक समानता के ऐसे प्रभाव से शक्ति व संरक्षण प्रकट होते हैं जिनका प्रयोग करके दूसरों की राजनीतिक समानता को नष्ट किया जा सकता है। आर्थिक समानता की अनुपस्थिति में कानूनी समानता भी खतरे में पड़ जाती है। कोई गरीब आदमी किसी अच्छे वकील की सहायता नहीं ले पाता अथवा वर्षों चलने वाली कोई कानूनी लड़ाई नहीं लड़ सकता। अतः यह माना जाता है कि अधिकतर लोगों की अधिक से अधिक स्वतंत्रता की रक्षा के लिए समानता का होना आवश्यक है।

समानता के महत्त्व के विषय में सब एकमत नहीं है। कुछ आलोचक यह स्पष्ट करते हैं कि अवसरों की समानता स्थापित करने का मूल्य प्रायः बहुत अधिक होता है। यह संभव है कि आय वितरण संबंधी हमारे प्रयास स्वयं आय-वृद्धि के प्रोत्साहन को कम कर दे। ऐसी स्थिति उत्पादन की क्षमता को भी कुप्रभावित करेगी। इसके कारण समाज में प्रतियोगिता और प्रतिस्पद्र्धा बढ़ जाएगी और परिवार की स्वायत्तता पर भी बुरा प्रभाव पड़ेगा। यह भी संभव हो सकता है कि समानता के आदर्श का अन्य सामाजिक मूल्यों से कभी-कभी संघर्ष हो जाए। हम समानता के नाम पर लोगों की निजी प्रतिभाओं व चुनी गई जीवन-योजनाओं का स्वयं प्रयोग करने लगे और दूसरे व्यक्ति ऐसा करने से वंचित रह जाएं। समाजवादी संदर्भ में समानता संभवतः नौकरशाही की समस्याएं पैदा कर दे जिससे श्रम व राज्य के बीच की खाई और अधिक बढ़ जाए। इन समस्त संभावनाओं को ध्यान में रखते हुए अधिकांश समसामयिक समतावादी, लोकतांत्रिक तथा समाजवादी समानता के किसी मिले-जुले रूप पर बल देते हैं। वे एक समतावादी समाज की रचना के लिए आर्थिक शक्ति के साथ-साथ राजनीतिक शक्ति के विकेंद्रीकरण के पक्ष में विविध तर्क प्रस्तुत करते हैं।

अभ्यास

1. 'समानता' शब्द से आप क्या समझते हैं ?
2. 'स्वतंत्रता, समानता की अनिवार्य दशा है और समानता, स्वतंत्रता की', व्याख्या कीजिए।
3. 'कानून के समक्ष समानता' से आप क्या समझते हैं ?
4. 'राजनीतिक समानता' तथा 'सामाजिक समानता' में अंतर स्पष्ट कीजिए।

अध्याय 4

न्याय

न्याय क्या है?

न्याय शब्द लेटिन भाषा के शब्द जेस्टिटिओ (Justitia) (बांधना) और जॅस (Jus) (संबंध) से लिया गया है। प्रत्येक व्यक्ति को उसके अधिकारों और कर्तव्यों एवं पारितोषिक तथा दण्ड को यथोचित रूप से वितरण करके संयुक्त करने के विचार से न्याय, व्यक्तियों को उचित या सही संबंधों के क्रम में जोड़ता है। 'न्याय' परस्पर व्यक्तियों में और समानता, स्वतंत्रता तथा सहयोग के सिद्धांतों में सामंजस्य स्थापित करता है। परंपरागत दृष्टि से न्याय का सिद्धांत एक ऐसे सिद्धांत के रूप में माना जाता है जिसमें स्वतंत्रता, समानता आदि सिद्धांतों के मध्य संतुलन और समन्वय हो। ऐसा संतुलन कुछ मूलभूत मान्यताओं के संदर्भ में किया गया है– जैसे, सर्वाधिक व्यक्तियों के लिए सर्वाधिक सुख अथवा समाज के सभी सदस्यों के लिए स्वतंत्रता और समानता की उपयोगिता। इस संदर्भ में यहां उल्लेखनीय है कि न्याय की समन्वयकारी प्रकृति ने ही 'न्याय' को साकार रूप दिया है। हाथ में एक तुला लिए हुए और आंखों पर पट्टी बांधे न्याय की मूर्ति ये दर्शाती है कि कानून के समक्ष सभी समान हैं। ऐसी समानता किसी भी प्रकार के लिंग, धर्म, जाति, संपदा आदि की भिन्नता को महत्त्व नहीं देती है।

हम किसी राज्य के विषय में कोई भी निर्णय उस साध्य के संदर्भ में लेते हैं जिसको कि वह प्राप्त करना चाहता है। प्रायः यह माना जाता है कि राज्य के कानून नागरिकों को न्याय दिलवाने में सक्षम हों, लेकिन न्याय की व्याख्या करना सरल नहीं है। यह एक जटिल अवधारणा है। इसका कभी तो कानूनी और कभी नैतिक रूप में प्रयोग किया जाता है। न्याय, राज्य-कानूनों द्वारा प्रवाहित होता माना जाता है। साथ ही, न्याय की अवधारणा का उद्देश्य संपूर्ण समाज का कल्याण करना भी होता है। न्याय से संबंधित उक्त अवधारणा के संदर्भ में तीन विसंगतियां उल्लेखनीय हैं :

- कानूनी तथा नैतिक न्याय,
- सामान्य व्यवस्था तथा वैयक्तिक हित, एवं
- अनुदार तथा सामाजिक न्याय।

कानूनी न्याय का संबंध उन सिद्धांतों और कार्यविधियों से है जो किसी राज्य के कानून द्वारा निर्धारित होते हैं। ऐसी संपूर्ण व्यवस्था न्याय कहलाती है। कभी-कभी कानूनी तथा प्राकृतिक न्याय में अंतर किया जाता है। प्रायः प्राकृतिक न्याय कुछ आधारभूत सिद्धांतों से संबंधित होता है, जबकि कानूनी न्याय का संबंध कानूनों, रीति-रिवाजों तथा मानवीय अभिकरणों द्वारा निर्मित अथवा पारित पूर्व निर्णयों से होता है। दूसरी ओर नैतिक न्याय में, क्या सही है और क्या गलत, मानव के रूप में हमारे अधिकार क्या हैं और कर्तव्य क्या होते है। कानूनी न्याय अधिकतर इन अधिकारों व कर्तव्यों को केवल सुरक्षित ही नहीं करता अपितु, लागू भी करता है।

इसका यह अर्थ नहीं है कि किसी न्यायालय में जो कुछ भी होता है वह न्याय ही है। वहां कुछ ऐसा भी

घटित होता है जो कानूनी दृष्टि से तो सही है परंतु नैतिक दृष्टि से अन्यायपूर्ण होने के कारण उसकी आलोचना भी की जा सकती है। यदि कोई कानून-विशेष न्याय के नैतिक आदर्श की आवश्यकता पूरी करने में असफल हो तो उसे अन्याय कहा जा सकता है। इसी प्रकार, किसी प्रशासनिक व्यवस्था को भी ऐसी स्थिति में अन्यायपूर्ण कहा जा सकता है जब तक वह निष्पक्ष रूप से न्याय को चरितार्थ न कर सके।

एक ओर न्याय संपूर्ण समाज की सामान्य व्यवस्था का पक्ष लेता है तो दूसरी ओर वह व्यक्ति को सुरक्षा भी प्रदान करता है। फौजदारी कानून इसका सर्वश्रेष्ठ उदाहरण है। इसका उद्देश्य न केवल किसी अपराधी को दंड देना होता है बल्कि किसी समाज के स्वरूप को भी सुरक्षित रखना है। व्यक्ति अपराध के संदर्भ में नियत क्षति-पूर्ति अथवा दंड द्वारा एक दूसरे के विरुद्ध अपने दावों का समाधान करते हैं। परंतु इस प्रक्रिया में समाज की यह सामान्य इच्छा हमेशा व्याप्त रहती है कि वह हानिकारक आचरण के दुष्प्रभाव से बचा रहे।

इस कथन का यह अर्थ नहीं है कि सामाजिक कल्याण, व्यक्ति के कल्याण से सदैव प्राथमिकता लेता है। न्याय-व्यवस्था से यह अपेक्षा की जाती है कि वह व्यक्तियों के अधिकारों की रक्षा करे। न्याय की समस्त सभ्य व्यवस्थाएं इस बुनियादी सिद्धांत पर आधारित हैं कि निर्दोष को सजा न दी जाए। इसके बावजूद, युद्ध जैसी अपवादपूर्ण स्थितियां उत्पन्न हो सकती हैं, जिसमें कोई राज्य किसी व्यक्ति को राज्य की न्याय धारणा के अनुरूप आचरण करने को बाध्य कर सके। बिना मुकदमें के 'निवारक नजरबंदी' ऐसी ही स्थिति का एक उदाहरण है। अतः न्याय का संबंध व्यक्तियों के पारस्परिक संबंधों से है साथ ही न्याय व्यक्तियों व समूहों के पारस्परिक संबंधों से भी जुड़ा हुआ है।

कुछ लोगों की यह मान्यता है कि न्याय का अर्थ 'यथास्थिति' बनाए रखना है। वह व्यक्ति की स्वतंत्रता तथा जान-माल की सुरक्षा करता है। इसे अनुदार न्याय कहा जाता है। न्याय की एक अन्य अवधारणा है जिसे सामाजिक न्याय कहा जाता है। सामाजिक न्याय सही अथवा उचित सामाजिक विचार के क्रम में समाज को सुधारने का प्रयत्न करता है। हमारे समय में यह भूमि वितरण तथा संपत्ति के अधिकार में परिवर्तन करने की दिशा में प्रयत्नशील है। साथ ही यह प्रजाति, लिंग, जाति अथवा पंथ के आधार पर भेदभाव को रोकने के लिए भी प्रयासरत है ताकि राष्ट्रीय संसाधनों और संपदा का समान रूप में वितरण हो सके। सभी न्यायालयों का जन आवश्यकताओं के अनुरूप समय-समय पर अपने न्यायिक दृष्टिकोण में परिवर्तन करने की ओर झुकाव है। हमारा उच्चतम न्यायालय संपत्ति के विवादों में बहुत अनुदारवादी दृष्टिकोण अपनाता आया है जबकि नागरिक अधिकारों की रक्षा के संदर्भ में उसका दृष्टिकोण काफी सुधारात्मक रहा है।

प्राय: सभी विषयों में न्याय की अवधारणा को समता और निष्पक्षता के समतुल्य माना जाता है। मौलिक रूप से ये दोनों विचार समानता में निहित हैं। वास्तव में समानता की धारणा कुछ अर्थों में न्याय विषयक किसी भी वैचारिक योजना का केंद्रबिंदु है। हमारा अपना संविधान कानून के समक्ष समानता को न्याय-व्यवस्था का मौलिक आधार मानता है।

इतिहास के वैचारिक परिप्रेक्ष्य में न्याय की दो प्रमुख अवधारणाएं हैं :

(i) सांख्यिक अवधारणा (ii) ज्यामितीय अवधारणा।

न्याय की सांख्यिक अवधारणा

न्याय की दृष्टि में यह सभी को समान भागीदार मानता है। जेरेमी बेन्थम ने कहा था "प्रत्येक को एक गिना जाना चाहिए किसी को भी एक से अधिक नहीं।" इसका अर्थ

यह है कि असमान को भी समान माना जाएगा। यूनानी नगर-राज्यों ने इस नियम का इतना अधिक पालन किया कि कई पद पासा डालकर भरे जाते थे। किसी पद को पाने के लिए प्रायः किसी विशेष ज्ञान अथवा योग्यता की आवश्यकता नहीं थी। आधुनिक उदार लोकतंत्र भी इसी सिद्धांत पर आधारित है।

न्याय की ज्यामितीय अवधारणा

प्लेटो व अरस्तू न्याय की इस अवधारणा के पक्षधर थे। यह आनुपातिक समानता की अवधारणा है। इसका निहित अर्थ है समान लोगों को समान भाग और असमान को असमान भाग। इसका यह भी अर्थ है कि शक्ति और संरक्षण का वितरण व्यक्ति की योग्यता अथवा योगदान के अनुरूप होना चाहिए। जैसा कि अरस्तू ने कहा था, यदि बांसुरियां बंटती हैं तो वे उन लोगों में बंटनी चाहिए जिनमें बांसुरी-वादन की क्षमता हो। इसी प्रकार केवल उन्हीं लोगों को शासन करना चाहिए जिनमें शासन करने की क्षमता हो। न्याय की इस अवधारणा के अनुसार लाभ व उत्तरदायित्व, वास्तव में, प्राप्तकर्ता की क्षमता व सामर्थ्य के अनुपात में होने चाहिए। सांख्यिक न्याय कभी-कभी लोकतांत्रिक न्याय माना जाता है और ज्यामितीय न्याय प्रायः कुलीनतंत्रीय न्याय का समकक्ष माना जाता है।

प्लेटो की पुस्तक *रिपब्लिक* में भी न्याय सामाजिक व्यवस्था से जुड़ा हुआ है। इसके अनुसार आत्मा में निहित न्याय का विचार वास्तव में राज्य में निहित न्याय का ही सादृश्य है। व्यक्ति की आत्मा में निहित न्याय व्यक्तित्व के विभिन्न पक्षों को परस्पर संतुलित करता है। इस क्रम में वह व्यक्तित्व के विविध पक्षों जैसे क्षुधा (श्रमिक वर्ग), साहस (सैनिक वर्ग) और विवेक (शासक वर्ग) को समुचित संतुलन और समन्वय उपलब्ध कराता है। प्लेटो की दृष्टि में राज्य के संदर्भ में न्याय, विभिन्न सामाजिक वर्गों में सामंजस्य स्थापित करता है। जब हर वर्ग अपने कार्य से ही संबंधित रहता है तथा केवल वही कार्य करता है जिसके लिए वह प्राकृतिक दृष्टि से सर्वाधिक उपयुक्त है और दूसरों के कार्य में हस्तक्षेप नहीं करता तो उस स्थिति में राज्य में न्याय चरितार्थ होता है। धर्म से संबंधित प्राचीन भारतीय अवधारणा प्लेटो के न्याय की अवधारणा के इस अर्थ में समान है कि धर्म व्यक्ति को समाज में उसके स्थान और कर्तव्यों का बोध कराता है। यहां यह कहा जा सकता है कि स्वधर्म की चेतना से ही विभिन्न व्यक्तियों के अधिकार और विशेषाधिकार उत्पन्न होते हैं।

अधिकांश लोग इस बात से सहमत हैं कि समता अथवा निष्पक्षता के रूप में न्याय का अर्थ पूर्ण समानता नहीं है। इसका अभिप्राय तो नैतिक दृष्टि से न्यायसंगत आनुपातिक वितरण से है। राज्य कुछ विशिष्ट वर्गीकरणों के आधार पर भेदभाव कर सकता है। ऐसा वर्गीकरण लिंग, आवश्यकता, योग्यता अथवा क्षमता के आधार पर हो सकता है। यहां न्याय का अर्थ परिस्थितियों की समानता है अर्थात् समान मामलों को समान रूप से और असमान को भिन्न रूप से लिया जाए।

हमारे संविधान ने कानून के समक्ष समानता को शासन के आधारभूत सिद्धांत के रूप में स्वीकार किया है। इसका यह अर्थ नहीं है कि कोई न्यायाधीश सभी से समान व्यवहार करे। उसे दोषी और निर्दोष में, भेड़ और भेड़िए में तो अंतर करना ही होगा। न्यायाधीश को ऐसा अंतर करने का अधिकार प्राप्त है। निष्पक्षता के सिद्धांत की दो प्रमुख आवश्यकताएं हैं :

- न्यायाधीश को विशेषाधिकारों का पक्षधर नहीं होना चाहिए। उसे किसी का भी इस कारण पक्ष नहीं लेना चाहिए कि वह धनी है या शक्तिशाली। इसी प्रकार उसे किसी को केवल इस कारण दंड भी नहीं देना चाहिए कि वह निर्धन है।

- न्यायाधीश को प्रासंगिक अंतरों के संदर्भ में ही भेदभाव करना चाहिए। उदाहरण के लिए किसी फौजदारी अदालत में प्रासंगिक अंतर यह होगा कि अमुक अपराधी है या निर्दोष । ठीक इसी प्रकार, अध्यापन के लिए की जा रही नियुक्तियों में प्रासंगिक अंतर का मापदंड यह होना चाहिए कि अमुक व्यक्ति में अध्यापन की क्षमता है या नहीं।

वास्तव में प्रत्येक भेदभाव अनुचित भी नहीं है। कभी-कभी समाज के व्यापक हित में कुछ लोगों के पक्ष में कानून को भेदभाव भी करना चाहिए। रॉल्स के विचारानुसार यदि कानून कमजोर वर्गों का पक्षपात करते हैं तो यह न्यायोचित है। अधिकांश समाजवादी तथा मार्क्सवादी कमजोर तथा श्रमिक वर्ग के शोषण के उन्मूलन को ही न्याय की संज्ञा देते हैं। कई तो इसे अवसर की समानता मानते हैं। जबकि कई मौलिक आवश्यकताओं की पूर्ति को ही न्याय की आधारभूत अवधारणा मानते हैं। भेदभाव को न्याय संगत मानने पर सर्वसम्मति नहीं हो सकती, परंतु यदि राज्य कमजोर तथा दरिद्र वर्गों के हित के लिए कुछ कार्य करता है तो यह स्पष्ट है कि वह ऐसा उन लोगों की उन्नति के लिए कर रहा है। इसे संरक्षणकारी भेदभाव कहा जाता है। इसमें समाज के कमजोर तथा पिछड़े वर्गों के पक्ष में भेदभाव निहित है। इसमें समाज के कमजोर वर्गों के लिए वरीयता के आधार पर व्यवहार करना भी निहित है। उदाहरणार्थ अनुसूचित जातियों के विरुद्ध पक्षपात करने की व्यवस्था व्यापक रूप से प्रचलित रही है परंतु अब राज्य को यह अधिकार है कि वह उनके पक्ष में भेदभाव कर सकता है। इस प्रकार के पक्षपात के अभाव में ये लोग मानवीय जीवन व्यतीत नहीं कर सकेंगे। ऐसे वर्गों को अधिकार दिलाने के लिए राज्य जो कुछ भी करता है, वह न्यायोचित है। राज्य का ऐसा कार्य 'समता' और 'निष्पक्षता' की परिधि में आता है। दक्षिण अफ्रीका में अश्वेत रंगभेद के शिकार थे। वहां राज्य व्यवस्था अन्यायपूर्ण थी क्योंकि उसका व्यवहार नैतिक दृष्टि से न्यायसंगत नहीं था। वहां किसी प्रकार की कोई समानता विद्यमान नहीं थी। वहां शक्तिशाली लोग कमजोर से भेदभाव करते थे। दक्षिण अफ्रीका में प्रचलित रंगभेद नीति, नैतिक रूप से अपराध थी क्योंकि ये शक्तिशाली को कम शक्तिशाली से रंगभेद के आधार पर श्रेष्ठतर मानती थी। भारत में, जाति-व्यवस्था इसलिए बुरी नहीं है कि वह विभिन्न समूहों को परस्पर अलग करती है अपितु, वह इस कारण बुरी है क्योंकि उसमें एक ऐसी सामाजिक व्यवस्था स्थापित की जाती है जो वंशानुगत आधार पर समाज के कुछ समूहों को अन्य समूहों से श्रेष्ठतर मानती है।

संरक्षणात्मक विभेद का उद्देश्य किसी वर्ग-विशेष को लाभ पहुंचाना नहीं है अपितु उसका उद्देश्य तो उस वर्ग के लोगों को एक ऐसे स्तर तक उठाना है जहां वे अवसर की समानता का समुचित लाभ उठा सकें और समान आधार पर समाज के अन्य वर्गों का मुकाबला कर सकें।

अतः राज्य, सामाजिक, राजनीतिक व आर्थिक जीवन में व्याप्त असंतुलन को दूर करने का प्रयास करता है। इस प्रकार राज्य लोगों को रोजगार, प्रसूति लाभ, बीमारी के विरुद्ध बीमा तथा वृद्धावस्था सुरक्षा उपलब्ध करता है। वह अन्यायपूर्ण विषमताओं को दूर करने के साथ-साथ लोगों की मौलिक आवश्यकताएं पूरी करने की भी चेष्टा करता है। अहस्तक्षेपी उदारवाद (Laissez Faire Liberalism) की मान्यता के अनुसार राज्य का कार्य समाज में केवल प्रतियोगिता को नियमित करना ही है। इसके अनुसार व्यक्ति को उसके हाल पर ही छोड़ दिया गया। इस प्रक्रिया में यदि कमजोर नष्ट भी हो जाएं तो उससे कोई अंतर नहीं पड़ता था। इसके विपरीत, लोक कल्याणकारी राज्य का अभिप्राय यह है कि प्रत्येक व्यक्ति को अपनी मौलिक आवश्यकताओं को पूरा करने का अधिकार है। मौलिक आवश्यकताओं की पूर्ति न्याय का ही प्रतिरूप है।

न्याय का साम्यवादी दृष्टिकोण उपर्युक्त दृष्टिकोण से एक कदम आगे है। मार्क्स ने यह घोषणा की थी कि "हर किसी से उसकी योग्यता के अनुसार काम लिया जाए और उसे उसकी आवश्यकता के अनुसार भुगतान किया जाए।" इसका यह अर्थ है कि सामाजिक दायित्व लोगों की क्षमताओं के अनुरूप वितरित किया जाए और लाभ आवश्यकताओं के अनुसार। व्यक्ति के गुणों का इस व्यवस्था में कोई स्थान नहीं है। इस दृष्टिकोण की मूल मान्यता यह है कि हम सभी सामान्य जनकल्याण की इच्छा से स्वत: प्रेरित होकर कार्य करेंगे, उसके बदले में समाज हमें जो कुछ भी देगा उसी से हम संतुष्ट हो जाएंगे। न्याय का साम्यवादी दृष्टिकोण यह अपेक्षा करता है कि हमें सामान्य जनकल्याण की दिशा में सचेतन रूप से योगदान देना चाहिए न कि निजी कल्याण के लिए और इसके बदले में समाज जो कुछ लाभ दे उससे हमें संतुष्ट हो जाना चाहिए। जैसा कि हम पहले देख चुके हैं इस दृष्टिकोण की भी अपनी समस्याएं हैं। हम सभी में कुछ न कुछ स्वार्थ तो रहता ही है और यह दृष्टिकोण उसकी अनदेखी करता है।

वितरणकारी न्याय से संबंधित लोककल्याणकारी विचार वस्तुत: समाजवाद व उदारवाद के समायोजन से प्रतिपादित किया गया है। इस विचार की यह मान्यता है कि सब लोगों की मौलिक आवश्यकताओं की पूर्ति आवश्यक है, परंतु जैसे ही ये आवश्यकताएं पूरी हों, व्यक्तियों को समाज से अधिक लाभ पाने की प्रतिस्पर्धा के लिए स्वतंत्र होना चाहिए, परंतु मौलिक आवश्यकताओं के निर्माणकारी तत्त्वों पर मतभेद हो सकता है क्योंकि बुनियादी आवश्यकताओं की धारणा एक व्यक्ति से दूसरे व्यक्ति और एक देश से दूसरे देश के संदर्भ में सदैव बदलती रहती हैं। अमेरिका में रेफ्रिजरेटर एक बुनियादी जरूरत हो सकती है जबकि भारत में जहां करोड़ों लोग घोर गरीबी के शिकार हैं, उसे एक विलासिता की वस्तु माना जा सकता है। इन अंतरों के बावजूद इस बात पर सब एकमत है कि कुछ लोगों की गैरजरूरी आवश्यकताओं की पूर्ति होने से पहले सब लोगों की मौलिक आवश्यकताएं पूरी करना अनिवार्य है। हमारे देश में सरकारी अस्पतालों से लोग मुफ्त इलाज करा सकते हैं, लेकिन यदि उन्हें अपने इलाज के लिए निजी देखभाल और अधिक सुविधा की आवश्यकता हो तो उसके लिए उन्हें अपनी जेब से पैसा खर्च करना होगा। महत्त्वपूर्ण बात यह है कि बीमारी से सुरक्षा एक मौलिक अनिवार्यता है, परंतु किसी प्राइवेट नर्सिंग होम की अतिरिक्त सुख-सुविधाएं मौलिक नहीं मानी जा सकती।

इस अर्थ में सामाजिक न्याय महत्वपूर्ण हो जाता है। प्लेटो व अरस्तू संभवत: सही थे जब उन्होंने आवश्यकताओं, योग्यताओं व क्षमताओं के अनुरूप वितरण की बात की थी। वस्तुत: न्याय के विभिन्न पक्ष विद्यमान हैं। उसके प्रत्येक पक्ष का अपना ही एक तर्क है। मैत्री के क्षेत्र में न्याय की जो अवधारणा लागू होती है, वह राज्य के क्षेत्र में न्याय से भिन्न है। हम अपनी पसंद से अपने मित्र बनाते हैं और प्राय: उनके लिए पक्षपात भी करते हैं। इसमें कोई बुराई नहीं है। मित्रता का अर्थ भी यही है। परंतु राज्य के मामले में हम पक्षपाती नहीं हो सकते। निष्पक्षतापूर्वक व्यवहार करना कानून के समक्ष समानता की धारणा में ही अंतर्निहित है।

भारत में सामाजिक न्याय

1947 में स्वतंत्रता के समय भारत विश्व के सर्वाधिक गरीब देशों में से एक था। यह गरीबी मुख्यत: ब्रिटिश राज्य की आर्थिक जड़ता का परिणाम थी, परंतु इसका एक अन्य उल्लेखनीय कारण था जाति, वर्ग तथा धर्म के आधार पर पनपे विषमता के अनेक सामाजिक प्रतिमानों का उदय। इस कारण से हमने प्रारंभ से ही सामाजिक न्याय का लक्ष्य स्वीकार किया था।

भारतीय संविधान की प्रस्तावना उद्घोषित करती है कि लोकतांत्रिक भारतीय गणतंत्र अपने नागरिकों के

लिए सामाजिक, आर्थिक तथा राजनीतिक न्याय प्राप्ति के लिए वचनबद्ध है। राज्य के द्वारा बच्चों को निःशुल्क व अनिवार्य शिक्षा प्रदान करने की व्यवस्था की गई है। स्वतंत्रता के पश्चात से ही गरीबी की समस्या से जूझने के लिए अनेक कार्यक्रम भी शुरू किए गए हैं। उदाहरण के लिए महाराष्ट्र सरकार ने न्यूनतम ग्रामीण मजदूरी के आधार पर रोजगार की गारंटी संबंधी कानून पारित किया। इसी प्रकार, राजस्थान में 'अंत्योदय योजना' निर्धनतम लोगों के उत्थान से प्रेरित थी। इस योजना का उद्देश्य आय अर्जित करने के साधन प्रदान करना था। भारत में अनेक ऐसे कार्यक्रम भी शुरू किए गए जिन्होंने 2 हेक्टेयर से कम की जमीन वाले किसानों को विशेष ऋण देकर कृषि कार्य में सहायता प्रदान की जैसे कि 'किसान विकास एजेंसी कार्यक्रम'। पंचवर्षीय योजनाओं ने विशेष कर पिछड़े क्षेत्रों तथा पिछड़े लोगों के लिए न्यूनतम आवश्यकता पूर्ति के अनेक कार्यक्रम लागू किए हैं। राज्य ने स्वास्थ्य, सफाई, आवास तथा शिक्षा को सुधारने की दिशा में भी अनेक कदम उठाए हैं। उसका यह प्रयास रहा है कि सभी मजदूरों को आजीविका के लिए समुचित मजदूरी मिले, कार्य की अच्छी परिस्थितियां मिले तथा जीवनयापन का समुचित स्तर उपलब्ध हो। इनके अतिरिक्त 'भूमि सुधार कार्यक्रम' भी क्रियान्वित हो चुके हैं और एकाधिकार वृद्धि को कम करने के प्रयास भी हो चुके हैं।

अनुसूचित जातियों व जनजातियों की आर्थिक स्थिति और सामाजिक स्तर सुधारने की दिशा में भी राज्य ने अनेक कदम उठाए हैं। नौकरियों में आरक्षण की व्यवस्था की गई है। राज्य ने स्कूलों, कॉलेजों व व्यवसायों में प्राथमिकता देकर उन्हें सकारात्मक रूप से संरक्षण दिया है। पिछड़े वर्गों के लिए विविध सेवाओं में अनेक पद भी आरक्षित किए गए हैं। मंडल अयोग की सिफारिशों के अनुसार सरकार ने अन्य पिछड़े वर्गों के उत्थान हेतु नौकरियों में 27 प्रतिशत स्थान आरक्षित करने का विशेष प्रावधान किया है। 'जनजागरण कार्यक्रम' के अंतर्गत सरकार ने सामाजिक जागरुकता के माध्यम से महिलाओं की स्थिति सुधारने हेतु कार्यक्रम लागू किए हैं।

इन सब प्रयासों के बावजूद भारत आज भी दुनिया के सबसे निर्धन देशों में से एक है। भारत में अमीर और गरीब अथवा जाति, वर्ग, संपत्ति व शक्ति से संबंधित घोर विषमताएं व्याप्त हैं। यहां कानूनी प्रक्रिया भी अत्यधिक खर्चीली है। जनकल्याण-कार्यक्रमों के लिए हमारे बजट में रखा गया भाग अपर्याप्त है। प्रभावशाली सामाजिक न्याय सुलभ कराने के लिए यह आवश्यक है कि हम तीव्र आर्थिक विकास की दिशा में कार्य करें ताकि कोई वित्तीय प्रतिबंध न रहे। हमें संपदा के उचित वितरण द्वारा सभी प्रकार की विषमताओं को दूर करते हुए समाज में व्याप्त असमानताओं व भेदभावों को कम करने का समन्वित प्रयास करना होगा।

अभ्यास

1. 'न्याय' शब्द की व्याख्या कीजिए।
2. कानूनी व नैतिक न्याय में अंतर स्पष्ट कीजिए।
3. इतिहास के वैचारिक परिप्रेक्ष्य में न्याय की दो मुख्य अवधारणाओं का वर्णन कीजिए।
4. 'संरक्षणकारी विभेद' क्या है? व्याख्या कीजिए।
5. भारत के नागरिकों को सामाजिक न्याय दिलाने हेतु कौन-से कदम उठाए गए हैं ?

अध्याय 5

मानव अधिकार

अधिकार अच्छे जीवन के लिए अनिवार्य शर्तें हैं। वे लोगों के संपूर्ण विकास एवं व्यक्तित्व के विकास में सहायता प्रदान करते हैं। हैराल्ड लास्की के अनुसार, ''अधिकार सामाजिक जीवन की वे परिस्थितियां होती हैं, जिनके बिना कोई भी व्यक्ति अपना सर्वोत्तम विकास नहीं कर सकता है।'' भूत काल में सभी समाजों एवं संस्कृतियों ने अधिकारों एवं सिद्धांतों की कुछ अवधारणाएं विकसित की हैं जिनका सम्मान होना चाहिए। इन अधिकारों और सिद्धांतों में कुछ को सर्वव्यापी प्रकृति का माना जाता है। इन अधिकारों की मान्यता हेतु संघर्ष, राजनीतिक, आर्थिक, सामाजिक और सांस्कृतिक दमन के विरुद्ध संघर्ष तथा अन्याय और असमानता के विरुद्ध संघर्ष सभी मानव समाजों के इतिहास का अभिन्न अंग रहे हैं। मानव जाति का सदस्य होने के नाते प्रत्येक व्यक्ति को अधिकारों की जिस अवधारणा का उपयोग करने करने का अधिकार प्राप्त है, वह इतिहास के इन्हीं संघर्षों के काल में विकसित हुई है।

मानव अधिकारों की अवधारणा की उत्पत्ति 'पुनर्जागरण' के काल में देखी जा सकती है और कालांतर में ज्ञानोदय से भी इसकी उत्पत्ति का संबंध रहा है। इन कालों में मानववाद (इसके विषय में आप विस्तारपूर्वक अगले अध्याय में पढ़ेंगे) महत्त्वपूर्ण सिद्धांत रहा है। मानववाद व्यक्ति की अनुशंसा संबंधित मत को लेकर चलता है तथा यह व्यक्ति की वांछनीय महत्ता एवं गरिमा पर बल देता है साथ ही मानववाद व्यक्ति की असीमित सृजनात्मक क्षमता में विश्वास रखता है तथा व्यक्ति की स्वतंत्रता एवं अपृथकनीय अधिकारों की घोषणा करता है। विश्व के क्रांतिकारी आंदोलनों को प्रेरणा देने वाली दो महत्त्वपूर्ण घोषणाएं हैं : 'स्वतंत्रता की अमरीकी घोषणा' एवं 'व्यक्ति तथा नागरिकों के अधिकारों की फ्रांसीसी घोषणा'। इन आंदोलनों का मुख्य आग्रह स्वेच्छाचारी शासनों का अंत, लोकतांत्रिक राजनीति की स्थापना एवं व्यक्ति की स्वतंत्रताओं के संरक्षण पर रहा है। 19वीं सदी में विकसित समाजवादी आंदोलन ने मानव अधिकार की अवधारणा में एक नवीन तत्त्व जोड़ा। इसने वर्ग शासन के उन्मूलन एवं सामाजिक तथा आर्थिक समानता की स्थापना पर बल दिया।

मानव अधिकारों की समसामयिक अवधारणा एवं उनकी सर्वव्यापी प्रकृति एवं स्वीकृति भूतकालीन समृद्ध धरोहर पर आधारित रही है एवं इस अवधारणा को 20वीं शताब्दी के विशिष्ट ऐतिहासिक संदर्भ में देखा जाना चाहिए। लगभग आधी 20वीं शताब्दी के इतिहास को विश्व के अधिकांश भाग में उपनिवेशी शासन के प्रचलन के रूप में चित्रित किया जाता है। इस काल में कई देशों में सर्वाधिकारवादी सरकारों का उद्भव हुआ तथा कुछ देशों में फासीवादी, बर्बर तथा आक्रामक शासन प्राणालियों की स्थापना हुई। उपनिवेशों में राष्ट्रीय मुक्ति आंदोलनों के उद्भव के

अतिरिक्त विभिन्न देशों में लोकतांत्रिक एवं सामाजिक प्रगति के आंदोलन ने संपूर्ण विश्व में 'मानव अधिकारों' के सिद्धांत की लोकप्रियता के लिए एक स्वरूप प्रदान किया है।

यह काल मानव इतिहास के सबसे विध्वंसक युद्धों का भी साक्षी रहा है। द्वितीय विश्व युद्ध के अंतिम वर्षों में मानव अधिकारों ने उचित परिप्रेक्ष्य में अवधारणात्मकता एवं सुस्पष्टता का स्वरूप ग्रहण किया। नई अवधारणा की सबसे महत्त्वपूर्ण विशेषता इसकी सर्वव्यापकता थी, जिसकी अभिव्यक्ति फासीवाद एवं सैनिकवाद के विरुद्ध एकत्र देशों द्वारा घोषित लक्ष्यों की विभिन्न घोषणाओं में की गई है। यह उचित होगा कि हम मानव अधिकारों की अवधारणा का अर्थ जानने का प्रयास करें।

मानव अधिकार का अर्थ

राजनीति विज्ञान की अन्य अवधारणाओं की भांति 'मानव अधिकार' शब्द को भी विभिन्न प्रकार से परिभाषित किया एवं समझा गया है, परंतु सामान्य एवं अंतिम विश्लेषण में, मानव अधिकार मूलत: मानव अस्तित्व एवं कल्याण, मानव गरिमा एवं मानवता के सम्मान संबंधी विषयों के चारों ओर घूमते हैं। मानव अधिकार वे न्यूनतम अधिकार हैं, जिनका उपभोग प्रत्येक व्यक्ति को अन्य किसी भी धारणा की अपेक्षा मानव समाज के एक सदस्य के रूप में करना चाहिए। अवधारणात्मक दृष्टि से 'मानव अधिकार' के दो अर्थ होते है। प्रथम, एक व्यक्ति को अंतर्निहित एवं अहरणीय अधिकार इसलिए प्राप्त हैं क्योंकि वह एक मानव प्राणी है। ये नैतिक अधिकार होते है जो कि प्रत्येक मानव की मानवीयता से उद्भव होते हैं तथा इनका लक्ष्य व्यक्ति की गरिमा को बनाये रखना होता है। मानव अधिकारों का द्वितीय अर्थ कानूनी अधिकारों से संबद्ध है। कानूनी अधिकार राष्ट्रीय एवं अंतर्राष्ट्रीय दोनों ही समाजों की कानून निर्मात्री प्रक्रियाओं के अनुरूप स्थापित किए जाते हैं। आधुनिक अंतर्राष्ट्रीय परिदृश्य में, स्वतंत्रता, समानता एवं व्यक्ति की गरिमा से जुड़े नैतिक एवं कानूनी, दोनों ही रूप मानव अधिकारों के सारभाग का प्रतिनिधित्व करते हैं।

मानव अधिकार, लगभग सभी समाजों में बिना किसी भेदभाव के सभी के लिए समान रूप से प्रसारित किए गए है। मानव जाति की समानता के सिद्धांत को प्रत्येक संस्कृति, सभ्यता, धर्म एवं दार्शनिक परंपरा में देखा जा सकता है। फिर भी, मानव गरिमा के अतिक्रमण एवं विभिन्न आधारों पर जनता के अधिकारों के भेदभाव के मध्य पक्षपात के लिए राज्यों एवं समाजों द्वारा सदैव कुछ तर्क दिए जाते रहे हैं। प्रकृति से प्राप्त अधिकारों एवं राज्य द्वारा इनकी अस्वीकृति के मध्य संघर्ष ने अधिकारों के कानूनी सिद्धांत को विकसित किया है। इसका तात्पर्य यह है कि संरक्षण की दृष्टि से राज्य द्वारा अधिकारों को स्वीकृति मिलनी चाहिए एवं संविधान द्वारा यथासंभव गारंटी भी दी जानी चाहिए। ये चिंता का विषय है कि कानूनी अधिकार होने के बावजूद कई शासन प्राणालियों ने घोषित समानता एवं गरिमायुक्त मानव जीवन को अस्वीकार करके नागरिकों का दमन एवं दबाव जारी रखा है। अत: इस मान्यता को बढ़ावा मिला है कि नागरिकों के अधिकारों का संरक्षण केवल सरकारों पर ही नहीं छोड़ा जा सकता है। यह अनुभव किया गया कि इन अधिकारों को राष्ट्रीय एवं अंतर्राष्ट्रीय गारंटी की आवश्यकता है। मानव अधिकारों के अंतर्राष्ट्रीयकरण के लिए मुख्य दबाव को द्वितीय विश्व युद्ध के उपरांत गति मिली। युद्ध काल एवं उससे पहले सर्वाधिकारवादी शासन प्राणलियों ने अपने भूभागों एवं अधीनस्थ भूभागों में मानव अधिकारों का व्यापक रूप से उल्लंघन किया। ये सर्वाधिकारवादी शासन प्राणालियां जनता के पूरे के पूरे समूहों को

उनकी प्रजाति, धर्म एवं राष्ट्रीयता के कारण समाप्त करने के लिए उत्तरदायी थीं। युद्ध के अनुभव इस व्यापक मान्यता के परिणाम के रूप में आए कि अंतर्राष्ट्रीय शांति एवं विकास के लिए मानव अधिकारों को प्रभावी अंतर्राष्ट्रीय संरक्षण देना उस समय की एक आवश्यक मांग थी। तदुपरांत यह धारणा संयुक्त राष्ट्र चार्टर में प्रतिबिंबित हुई एवं सुदृढ बनी।

मानव अधिकारों की सार्वभौमिक घोषणा

संयुक्त राष्ट्र चार्टर आधारभूत मानव अधिकारों, मानव की गरिमा एवं महत्त्व, पुरुषों एवं महिलाओं तथा छोटे और बड़े राष्ट्रों को समान अधिकार देने में विश्वास व्यक्त करता है। चार्टर में मानव अधिकारों और मौलिक स्वतंत्रताओं को बार-बार दोहराया गया है। चार्टर की धारा 1 में कहा गया है कि प्रजाति, लिंग, भाषा या धर्म के आधार पर किसी भी भेदभाव के बिना, सभी के लिए मौलिक स्वतंत्रताओं एवं मानव अधिकारों के सम्मान को विकसित करने एवं बढ़ावा देने में अंतर्राष्ट्रीय सहयोग प्राप्त करना, संयुक्त राष्ट्र का एक लक्ष्य है।

मानव अधिकारों की विषयवस्तु को परिभाषित करने के लिए संयुक्त राष्ट्र ने 1945 में स्वयं संयुक्त राष्ट्र मानव अधिकार आयोग (United Nations Commission on Human Rights) की स्थापना की थी। इसका मुख्य कार्य मानव अधिकारों का एक अंतर्राष्ट्रीय विधेयक तैयार करना एवं चार्टर में उल्लिखित अधिकारों एवं स्वतंत्रताओं को परिभाषित करना था। आयोग ने मानव अधिकारों की सार्वभौमिक घोषणा कर दी। 10 दिसंबर 1948 को संयुक्त राष्ट्र की महासभा ने सभी लोगों एवं राष्ट्रों के लिए उपलब्धियों के समान स्तरों के रूप में मानव अधिकारों की सार्वभौमिक घोषणा को सर्वसम्मति से अपनाया। इसी कारण 10 दिसंबर 'मानव अधिकार दिवस' के रूप में मनाया जाता है। सार्वभौमिक घोषणा की धारा 1 में मानव अधिकारों के दर्शन का बोध होता है। इसमें कहा गया है कि "सभी मानव जन्म से ही स्वतंत्र होते है एवं गरिमा तथा अधिकारों में समान होते हैं। वे विवेक एवं चेतना से संचालित होते है तथा उन्हें एक-दूसरे के प्रति बंधुत्व की भावना से कार्य करना चाहिए।'' अत: मूल धारा मान्यताओं को इस रूप में परिभाषित करती है :

- स्वतंत्रता एवं समानता का अधिकार मानव का जन्मसिद्ध अधिकार है तथा इससे उसको पृथक नहीं किया जा सकता, और
- विवेकशील एवं नैतिक प्राणी होने के नाते मानव, पृथ्वी के अन्य प्राणियों से भिन्न है। अत: उसे कुछ अधिकार एवं स्वतंत्रताएं मिलनी चाहिए, जिनका उपभोग अन्य प्राणी नहीं करते।

मानव अधिकारों की सार्वभौमिक घोषणा में एक प्रस्तावना एवं 30 धाराएं हैं। ये कुछ अधिकारों को परिभाषित करती हैं जो सभी व्यक्तियों को प्रजाति, धर्म, राष्ट्र, लिंग एवं रंग के भेदभाव के बिना मिलने चाहिए।

इन मानव अधिकारों को तीन श्रेणियों में बांटा जा सकता है :

प्रथम श्रेणी में वे अधिकार हैं, जिनका संबंध मुख्यत: व्यक्ति के नागरिक एवं राजनीतिक अधिकारों से होता है। इनमें जीवन, स्वतंत्रता, व्यक्ति की सुरक्षा, उत्पीड़न एवं दासता से मुक्ति तथा राजनीतिक सहभागिता के अधिकार सम्मिलित हैं। संपत्ति तथा विवाह के अधिकार और मत, अभिव्यक्ति चिंतन, चेतना तथा धर्म की मूल स्वतंत्रताओं के अतिरिक्त संघ एवं सभा की स्वतंत्रता संबंधी अधिकार भी प्रथम श्रेणी के मूल अधिकारों के ही अभिन्न अंग हैं।

द्वितीय श्रेणी के अधिकार वे हैं, जिन्हें 'सुरक्षा केंद्रित अधिकार' कह सकते हैं। ये अधिकार सामाजिक, आर्थिक एवं सांस्कृतिक सुरक्षा प्रदान करते हैं। ये

सामाजिक, आर्थिक, सांस्कृतिक अधिकार प्रकृति में अधिक सकारात्मक होते हैं। अतः वे राज्य का यह दायित्व तय करते हैं कि वह उन अधिकारों की प्राप्ति को सुनिश्चित करें। मानव अधिकारों की सार्वभौमिक घोषणा में उन सिद्धांतों पर सहमति दिखाई देती है जो प्रथम एवं द्वितीय श्रेणी के अधिकारों के मूल आधार हैं।

तृतीय श्रेणी के मानव अधिकार अपेक्षाकृत नवोदित अधिकार हैं। वे हाल ही के वर्षों में विभिन्न नए बिंदुओं पर अंतर्राष्ट्रीय सहमतियों के प्रति प्रतिक्रियाओं के रूप में उदय हुए हैं। इनमें पर्यावरणीय, सांस्कृतिक एवं विकासात्मक अधिकार सम्मिलित हैं। इनका संबंध व्यक्तियों के अधिकारों की अपेक्षा समूह एवं जनता के अधिकारों से अधिक होता है। इन अधिकारों में आत्मनिर्णय का अधिकार एवं विकास का अधिकार भी सम्मिलित है। इन अधिकारों पर अंतर्राष्ट्रीय सहमति उत्पन्न करने में विकासशील देशों ने अग्रणीय भूमिका निभाई है।

'सर्वव्यापी घोषणा' की स्वीकृति के समय से ही इस प्रश्न पर पर्याप्त मतभेद रहा है कि कौन-से अधिकार अधिक महत्त्वपूर्ण हैं और कौन-से कम। कुछ राज्यों के प्रतिनिधि इस बात पर अधिक बल देते रहे हैं कि आर्थिक, सामाजिक एवं सांस्कृतिक अधिकारों की अपेक्षा नागरिक एवं राजनीतिक अधिकार अधिक महत्त्वपूर्ण होते हैं। विकास के अधिकार को स्वीकृति देने के बारे में उनके गंभीर पूर्वाग्रह रहे हैं। जिन्हें यदि उसे प्रभावी ढंग से क्रियान्वित किया जाए तो वे विश्व में आर्थिक एवं राजनीतिक शक्ति के प्रचलित प्रतिमानों को प्रभावित करेगें। कुछ अन्य देश आर्थिक, सामाजिक, सांस्कृतिक अधिकारों एवं विकास के अधिकार के महत्त्व पर बल देते हैं। सिद्धांतः, इन मतभेदों को तभी दूर किया माना जा सकता है, जब सभी मानव अधिकारों को अविभाज्य मान लिया जाए। 171 देशों के प्रतिनिधियों एवं सैकड़ों गैर-सरकारी संगठनों की सहभागिता वाले 'वियना उद्घोषणा' के उपरांत जारी घोषणा में स्पष्ट कहा गया है कि *सभी मानव अधिकार सार्वभौम, अविभाज्य, अंतरनिर्भर एवं अंतरसंबंधित होते हैं।* साथ ही यह भी कहा गया है कि व्यक्तिगत अधिकारों-नागरिक, राजनीतिक, आर्थिक, सामाजिक, सांस्कृतिक तथा राज्यों के अंतर्गत सामूहिक अधिकारों एवं राज्यों के समुदायों के मध्य अधिकारों का लोकतंत्र ही एकमात्र संरक्षक है।

चार्टर और 'सार्वभौमिक घोषणा' उन लाखों लोगों के लिए प्रेरणा के स्रोत थे जो विशेषतया दलित थे एवं उपनिवेशी शासन के अंतर्गत रहते थे, लेकिन घोषणा कोई कानूनी प्रतिबंधात्मक दस्तावेज नहीं थी। मानव अधिकारों को कानूनी स्वीकृति प्रदान करने के लिए 16 दिसंबर 1966 को महासभा ने दो प्रतिज्ञापत्रों को स्वीकार किया। वे थे : आर्थिक, सामाजिक एवं सांस्कृतिक अधिकारों का अंतर्राष्ट्रीय प्रतिज्ञापत्र एवं नागरिक तथा राजनीतिक अधिकारों का अंतर्राष्ट्रीय प्रतिज्ञापत्र। ये प्रतिज्ञापत्र कानूनी दृष्टि से प्रतिबंधात्मक संधियां थी। इसकी सदस्यता ऐच्छिक थी। कोई भी राज्य इनका सदस्य बन सकता था। एक बार इन प्रतिज्ञापत्रों को स्वीकार करने के सहमति देने के उपरांत इसकी धाराओं के क्रियान्वयन के लिए प्रक्रियाओं को स्वीकार करना होगा तथा प्रतिज्ञापत्रों के प्रावधानों की अनुपालन रिपोर्ट प्रस्तुत करनी होगी। मानव अधिकारों की सार्वभौमिक घोषणा तथा इन दो प्रतिज्ञाप्रत्रों के अतिरिक्त भी महासभा द्वारा स्वीकृत अनेक घोषणाएं, अनुशंसाएं एवं समझौते भी हैं। जैसा कि पहले उल्लेख किया जा चुका है कि घोषणा एवं अनुशंसाएं प्रायः संयुक्त राष्ट्र के सभी सदस्यों पर लागू होती हैं, परंतु उनकी ऐसी कोई कानूनी शक्ति नहीं होती है जैसे कि समझौतों (Conventions) की, जो कि एक बार सदस्य बनने के उपरांत राज्यों पर प्रतिबंधात्मक रूप से लागू होते हैं।

घोषणापत्र का महत्त्व यह है कि यह मानव परिवार के सभी सदस्यों की सामान्य समझ का उल्लेख करता है एवं अंतर्राष्ट्रीय समुदाय के सदस्यों के लिए दायित्वों का निर्धारण करता है। यह मानव अधिकारों को अंतर्राष्ट्रीय सहयोग की व्यवस्था में स्थान प्रदान करता है। इसका तात्पर्य यह है कि राष्ट्रीय सीमाएं मानव अधिकारों पर कोई नियंत्रण नहीं लगाती हैं। मानव अधिकार, पराराष्ट्रवादी मूल्यों का प्रतिनिधित्व करते हैं। साथ ही अंतर्राष्ट्रीय सहयोग राज्यों पर वह दायित्व लागू करता है, जिसकी सहमति उन्होंने संयुक्त राष्ट्र के चार्टर एवं मानव अधिकारों की सार्वभौमिक घोषणा के आधार पर व्यक्त की है। इस संदर्भ में, आज के विश्व में मानव अधिकार एक महत्त्वपूर्ण अंतर्राष्ट्रीय विषय बन गया है। उनका उल्लंघन केवल राज्य का आंतरिक विषय ही नहीं, अपितु यह समस्त अंतर्राष्ट्रीय समुदाय का विषय है। एक मत यह भी है कि बड़ी शक्तियां, मानव अधिकारों के संरक्षण के नाम पर अन्य देशों के मामलों में हस्तक्षेप करके इस अंतर्राष्ट्रीय महत्त्व की अवधारणा का दुरुपयोग कर रही हैं। जबकि वे ऐसा करके मूलत: अपने स्वयं के निहित राष्ट्रीय स्वार्थों की ही पूर्ति करते हैं। अत:, मानव अधिकार का विषय एक गंभीर वाद-विवाद का विषय बन गया है।

बहुत सारे देश मानव अधिकारों के प्रतिज्ञापत्रों एवं समझौतों पर हस्ताक्षरकर्ता हैं। इसका तात्पर्य यह है कि वे इनको क्रियान्वित करने के प्रति वचनबद्ध हैं। अत: यह सरकारों का दायित्व है कि वे इन अधिकारों को संरक्षण एवं बढ़ावा दें। मानव अधिकार अंतर्राष्ट्रीय घोषणाओं एवं प्रतिज्ञापत्रों के द्वारा तय किए गए हैं या देश के कानून द्वारा निर्धारित किए गए हैं, इस अंतर को हमें सदैव याद रखना चाहिए। राज्य के कानूनों को न्यायालयों के हस्तक्षेप द्वारा लागू किया जा सकता है। संयुक्त राष्ट्र चार्टर के लागू होने के पश्चात् विगत आधी शताब्दी में मानव अधिकारों का क्रियान्वयन का इतिहास निराशाजनक ही रहा है। हालांकि मानव अधिकारों को यथार्थ रूप देने की इस समझ को तैयार करने की आवश्यकता वास्तव में इससे पहले कभी इतनी अधिक नहीं थी।

भारत सहित बहुत से महत्त्वपूर्ण लोकतांत्रिक व्यवस्थाओं ने अपने नागरिकों के लिए मानव अधिकारों की महत्ता को अनुभव किया है एवं उन्हें विभिन्न रूपों में जैसे घोषणाओं और यहां तक कि अपने संविधानों में भी किसी न किसी रूप में सम्मिलित किया है।

भारत ने इस संदर्भ में महत्त्वपूर्ण भूमिका का निर्वहन किया है। भारतीय संविधान के निर्माताओं ने मानव समानता एवं गरिमा के सिद्धांत का समर्थन किया और नागरिकों के मौलिक अधिकारों को (संविधान के तीसरे भाग में) न्यायसंगत बनाया है।

अभ्यास

1. 'मानव अधिकारों' की परिभाषा दीजिए।
2. 'मानव अधिकारों की सार्वभौमिक घोषणा' के अर्थ की व्याख्या कीजिए।
3. मानव अधिकारों के महत्त्व का वर्णन कीजिए।
4. मानव अधिकारों की घोषणा के लिए कौन-सी परिस्थितियां उत्तरदायी थीं ?
5. मानव अधिकार दिवस कब एवं क्यों मनाया जाता है ?

अध्याय 6

धर्म

धर्म मूल रूप से एक भारतीय अवधारणा है। इसका आधार प्राचीन भारतीय दर्शन और विचार में सुदूर तक पाया जाता है। हमारे प्राचीन ऋषि-मुनियों ने इसके महत्त्व को पहचानते हुए इस बात पर बल दिया कि मानव जीवन को धर्म की पूर्वनिर्धारित धारणाओं के अनुरूप नियंत्रित किया जाए।

धर्म क्या है ?

अब प्रश्न यह उठता है कि धर्म क्या है और इसके मूलभूत तत्त्व कौन-से हैं ? धर्म शब्द संस्कृत के 'धर' शब्द से लिया गया है। जिसका तात्पर्य है अपनाना, सहायता करना या अनुरक्षण करना। साधारण भाषा में इसका अर्थ 'सदाचार के सिद्धांतों' से है। यह मानव प्राणियों की नैतिक संबंधता को इंगित करता है। सामान्य बोलचाल में इसको प्रायः पंथ या आध्यात्मिकता से जोड़ा जाता है, परंतु धर्म केवल आध्यात्मिकता ही नहीं है। जीवन में कर्तव्यों के जिस मार्ग का अनुसरण करना हमने तय किया है, उसका पालन ही धर्म है। इसको किसी विशिष्ट पंथ के साथ नहीं जोड़ा जा सकता। धर्मशास्त्रों ने वैदिक परंपरा के आधार पर धर्म की परिभाषा दी है। इस परंपरा के अनुसार प्रत्येक व्यक्ति के धर्म का निर्धारण, वर्ण एवं आश्रमों की सामाजिक व्यवस्था में उसके स्थान के अनुसार तय होता है। *मीमांसा* के अनुसार धर्म को आदेशों एवं प्रतिबंधों के एक समुच्चय के रूप में स्वीकार किया जाता है। बौद्ध साहित्य में धर्म, चेतना की मुख्य विशेषता के रूप में दर्शाया जाता है।

प्राचीन भारतीय साहित्य में धर्म की अवधारणा

धर्म की अवधारणा का व्यापक विवेचन महाभारत के 'शांतिपर्व' एवं 'अनुशासन पर्व' में किया गया है। शांति प्रतिपादित मत सैद्धांतिक एवं व्यवहारिक दृष्टिकोणों का सयुंक्तिकरण है। धर्म, मूलतः नैतिक कार्यों का अनुमोदन करता है। यह अवधारणा इस बात पर बल देती है कि प्रत्येक व्यक्ति की अपनी प्रकृति एवं स्वभाव होता है। व्यक्ति के समाज में स्थान के अनुरूप, धर्म उसकी क्षमता की अनुभूति होता है। व्यक्ति को अपने उद्देश्यों एवं इरादों का उत्तरदायित्व स्वीकार करना चाहिए। यह माना जाता है कि व्यक्ति को उसके कार्यों के परिणाम के लिए उत्तरदायी नहीं ठहराया जा सकता, परंतु व्यक्ति के पास आत्मा है और उसमें अपने वातावरण को समझने तथा इसे अपने आप से जोड़ने की क्षमता है। इसलिए उसके उद्देश्य एवं इरादे भी नैतिक जीवन के लिए महत्त्वपूर्ण होते है।

गीता में जब अर्जुन को उसके धर्म के अनुसार कार्य करने के विषय में उपदेश दिया जा रहा था, तब कृष्ण कहते हैं : हे अर्जुन ! तुम अपनी प्रकृति एवं स्वभाव जनित आवेगों एवं भावनाओं पर विजय प्राप्त करो तथा धैर्यपूर्वक अपने कर्तव्य (स्वधर्म) का

पालन करो। व्यक्ति भाग्य की कार्यप्रणाली के विषय में अनभिज्ञ है। वह यह भी सुनिश्चित नहीं कर सकता कि उसके कार्यों के परिणाम सदैव अच्छे ही होगें, परंतु जहां तक उसके उद्देश्यों एवं विवेकशीलता का प्रश्न है, वह पूर्णतः स्वतंत्र है। यह स्वतंत्रता ही उस पर समाज के लिए कार्य करने का दायित्व डालती है। ग्रंथों ने धर्म की अवधारणा का प्रमुख अर्थ दूसरों के लिए कार्य करने के रूप में किया है। इस अवधारणा की पूर्णता कृष्ण के 'निष्काम कर्म' के विचार में निहित है।

कार्यविधि के सही मार्ग का निर्णय हम कैसे तय करें? यह सुझाव दिया जाता है कि सर्वप्रथम हमें वेद, स्मृति एवं नैतिक जीवन के अन्य परंपरागत स्रोतों के नियमों का अनुसरण करना चाहिए। धर्म के अर्थ का क्षेत्र बहुत ही व्यापक है। *मनु संहिता* में धर्म की विभिन्न विशेषताओं के बारे में विवेचना की गई है। यहां धर्म शब्द को न केवल वस्तुओं के गुणों एवं स्वाभाविक विशेषताओं से संबंधित माना गया है, अपितु इसका संबंध उच्च सद्गुणों एवं आध्यात्मिक प्रयासों से भी जोड़ा गया है। इसमें यह भी चर्चा की जाती है कि क्या करना चाहिए और क्या नहीं करना चाहिए। द्वितीय, धर्म न केवल नागरिक, धार्मिक एवं आध्यात्मिक विषयों से संबंधित है, वरन् इसमें व्यक्तियों के सामान्य व्यवहार, जीवन की सुरक्षा एवं व्यक्तिगत रुचियों, जैसे स्वच्छता, सफाई का प्रबंध, नागरिक चेतना, सद्व्यवहार, शिष्टता, भद्रता तथा सामान्य अर्थ के विषयों की चर्चा भी सन्निहित है। तृतीय, समाज के विभिन्न वर्गों के लिए तथा जीवन एवं प्रतिष्ठा के विभिन्न स्तरों पर धर्म को भिन्न-भिन्न तरीकों से निरूपित किया जाता है अथवा समझा जाता है। यह पुरुष एवं महिलाओं के लिए भिन्न-भिन्न हो सकता है। यह वास्तव में विभिन्न, किंतु अंतरसंबंधित कर्तव्यों का जाल होता है। प्रत्येक स्थिति में व्यक्ति को इसे स्वयं परिभाषित करना होगा। चतुर्थ, धर्म के क्षेत्रों एवं परिचालनों का उल्लेख करते समय, जैसा कि वेद एवं स्मृतियों में चतुर्वर्ण का विधान प्रस्तुत किया गया है, विधि प्रदाता मनु एवं हिंदू दर्शन के अन्य प्रतिपादकों ने स्वीकृत व्यवहार को महत्त्वपूर्ण स्थान दिया है और समाज के समझदार व्यक्तियों ने इसे पीढ़ी-दर-पीढ़ी जारी रखा है। प्रशासक को यह देखना होगा कि स्थानीय रीति-रिवाजों को उपयुक्त संरक्षण मिलता रहे तथा वे सम्मानपूर्वक बने रहें। पंचम, हमें केवल वर्ग या प्रतिष्ठा या स्थिति के संदर्भ में ही धर्म की बात नहीं करनी चाहिए, वरन् हमें समय एवं युग के संदर्भ में भी इसे समझना एवं क्रियान्वित करना चाहिए। अंतिम, धर्म के घेरे में जीवन के आध्यात्मिक उद्देश्यों को सम्मिलित करना भी इसका एक महत्त्वपूर्ण पक्ष है। प्रत्येक प्राणी का आध्यात्मिक प्रारंभ एवं अंत होता है। धर्म जीवन के चार लक्ष्यों से संबंधित है। ये है: धर्म, अर्थ, काम एवं मोक्ष। धर्म नियंत्रणकर्ता है; अर्थ एवं काम इसके अधीनस्थ है किंतु फिर भी इसे सुख या समृद्धता से पृथक नहीं किया जा सकता। धर्म सर्वोच्च है, क्योंकि यह सभी के हितार्थ हमारी सभी गतिविधियों को नियंत्रित करता है। यह सकारात्मक अवधारणा है, सर्वोच्च संभव आदर्श अर्थात् स्वानुभूति एवं आत्ममुक्ति का निरूपण है।

जब कभी भी विभिन्न सिद्धांतों में विरोधाभास होता है तो मूल सिद्धांत है सभी का कल्याण। लघु वर्ग के कल्याण की अपेक्षा बृहत् वर्ग के कल्याण को प्राथमिकता अवश्यमेव दी जानी चाहिए। व्यक्ति की अच्छाई की अपेक्षा समाज की अच्छाई को प्राथमिकता दी जानी चाहिए। महाभारत में कहा गया है कि व्यक्ति को गांव के लिए एवं गांव को राज्य हेतु न्यौछावर किया जा सकता है तथा संपूर्ण विश्व को आत्मा के लिए छोड़ा जा सकता है। अंतिम

विश्लेषण में दो सद्‌गुणों - सत्य एवं अहिंसा के अलावा अन्य सभी. सद्‌गुणों का व्यवहार उन जटिल परिस्थितियों पर निर्भर करता है जिनमें व्यक्ति की प्रकृति एवं स्वभाव के साथ ही समाज में उसके द्‌वारा प्राप्त स्तर भी सम्मिलित होता है। वास्तव में, नैतिक जीवन एक सीधी लकड़ी की भांति नहीं बना है। कृष्ण ने संदेह की स्थिति में दो सामान्य सिद्‌धांतों को प्रतिपादित किया है। प्रथम, व्यक्ति को उन महान व्यक्तियों के उदाहरणों को अपनाने का प्रयास करना चाहिए, जो उन्होंने ऐसी स्थितियों में अपनाए थे। द्‌वितीय, व्यक्ति को समाज के कल्याण के लिए अपने निजी हितों को गौण बना देना चाहिए। मनु ने धर्म की अवधारणा का निष्कर्ष एक शब्द – 'उपकार' में प्रस्तुत किया है।

धर्म, राज्य, कानून और समाज

उपर्युक्त वर्णन से स्पष्ट होता है कि भले ही धर्म की अवधारणा कानून और राज्य से सीधे संबंधित नहीं है परंतु इसका प्रभाव दोनों पर है।

आप पिछली कक्षा में 'पंथनिरपेक्ष राज्य' के विषय में पहले ही पढ़ चुके हैं। 'पंथनिरपेक्ष राज्य' से हमारा अभिप्राय है ऐसा राज्य जिसका अपना कोई पंथ नहीं होता। वह सभी नागरिकों को पंथ, जाति, प्रजाति के आधार पर भेदभाव किए बिना सुरक्षा प्रदान करता है। जैसा कि आप जानते हैं कि भारतीय संविधान भी इस बिंदु पर बल देता है। धार्मिक स्वतंत्रता तथा कानून के समक्ष समानता का अधिकार, संविधान के मौलिक अधिकार वाले भाग में सम्मिलित किए गए हैं।

'पंथनिरपेक्ष राज्य' को बनाए रखने के पीछे एक महत्त्वपूर्ण बात यह है कि ऐसे राज्य की आधारशिला के रूप में एक पंथनिरपेक्ष समाज का होना अति आवश्यक है। इसका यह अर्थ है कि समाज के सदस्य दूसरे पंथ के सदस्यों की भावनाओं को ठेस न पहुंचाए और उनकी भावानाओं का आदर भी करें। पंथनिरपेक्षता एक सकारात्मक धारणा है। भारत में सहनशीलता और अन्य सदस्यों के साथ सौहार्दपूर्ण वातावरण में रहने की एक लंबी परंपरा है।

उपर्युक्त परिप्रेक्ष्य में धर्म का सही रूप से अंग्रेज़ी के शब्द 'रिलिजन' (Religion) से अनुवाद नहीं किया जा सकता। हमारी प्राचीन सभ्यता और संस्कृति में धर्म एक 'संयुक्त शब्द' है जो चार तत्त्वों से मिलकर बना है। इसका अर्थ है :

- सदाचार,
- कर्तव्य,
- वैधता, और
- उचित दावे।

पाश्चात्य परंपरा में धर्म का सार इस आदेश वाक्य में निहित है ''मेरा कार्यस्थल और मेरा कर्तव्य''। इसका अर्थ है कि प्रत्येक व्यक्ति को अपने कार्य-स्थल पर अपने कर्तव्यों का पालन निष्ठापूर्वक करना चाहिए। भारतीय परंपरा के अनुसार ये चार 'वर्णों' के मध्य का दर्शन है। प्लेटो के मतानुसार न्याय, आदर्श राज्य में समाज के तीन वर्गों में 'श्रम का विभाजन' तथा 'कार्यों का विशेषीकरण' है। उसके लिए आदर्श समाज अथवा आदर्श राज्य में समाज के तीनों वर्ग जन्म के आधार पर नहीं बल्कि उनमें निहित गुणों के आधार पर संगठित होंगे। यह तीन गुण हैं – इच्छा, साहस तथा विवेक। जिनमें इच्छा का बाहुल्य है वे सारे समाज के लिए उत्पादन करते हैं ; जिनमें साहस अधिक है वे राज्य अथवा समाज के रक्षक होते हैं तथा जिनमें विवेक की प्रमुखता होती है वे दार्शनिक शासक अथवा दार्शनिक राजा बनते हैं। इस प्रकार न्याय का अर्थ है एक व्यक्ति का अपने वर्ग के अनुसार निष्ठापूर्ण कार्य करना तथा दूसरे के

कार्यों में हस्तक्षेप किए बिना अपने कार्यों में दक्षता प्राप्त करना।

गांधीजी ने धर्म को दयनीय अवस्था वाले लोगों के प्रति करुणा से जोड़ा। (गांधीजी के विचार के बारे में आप विस्तार से अध्याय 16 में पढ़ेगें) वस्तुत: धर्म की संकल्पना अस्पष्ट है। उदाहरण के लिए एक उदारवादी की दृष्टि में संपत्ति का अधिकार अनिवार्य हो सकता है परंतु एक साम्यवादी का दृष्टिकोण ठीक इसके विपरीत हो सकता है। अहिंसा का सिद्धांत महत्त्वपूर्ण एवं मूल्यवान है। कोई भी 'अहिंसा परमोधर्म:' कहावत पर प्रश्नवाचक चिह्न नहीं लगा सकता। किंतु यथार्थ रूप में 'अधिक उपयुक्त' या 'कम उपयुक्त' दृष्टि से किसी का भी चयन कर सकता है। अत: महर्षि मारकण्डेय ने घोषणा की कि "सदाचार के मार्ग जटिल, कठिन, विविध एवं अनंत हैं।" जब जीवन, संपत्ति अथवा नैतिक मूल्यों को किसी प्रकार खतरा हो तो मौलिक परिस्थितियों से हटा जा सकता है। तदापि अधिकांश मामलों में हटने की अनुमति केवल सार्वजनिक कल्याण की दृष्टि से ही है।

इस प्रकार धर्म की संकल्पना बहुत व्यापक ही नहीं अपितु अत्यधिक आदर्शात्मक भी है। आदर्शवादी दृष्टिकोण के अतिरिक्त इसमें नैतिक व्यवस्था की आवश्यकता पर बल दिया गया है। नैतिक संदर्भ में यह राज्यों और व्यक्तियों, दोनों पर ही लागू होता है। जिस तरह व्यक्ति नैतिक नियमों से बंधे हुए हैं, उसी तरह राज्यों को भी नैतिक मूल्यों को स्वीकार करना होगा। कुछ प्राचीन ग्रंथों के अनुसार अगर कोई शासक धर्म की अवहेलना करता है तो वह सदाचारी नहीं है और अवगुणों से भरा है। संक्षेप में '**धर्म**' का दर्शन, हमारा ध्यान जीवन की जटिलताओं की ओर आकर्षित करता है और जीवन को जीने-योग्य बनाने में सहायक होता है।

अभ्यास

1. हमारे सामाजिक, राजनीतिक और नागरिक जीवन में धर्म के महत्त्व की व्याख्या कीजिए।
2. प्राचीन भारत में धर्म की अवधारणा की व्याख्या करें।
3. क्या आप इस कथन से सहमत हैं कि धर्म की धारणा अस्पष्ट और आदर्शवादी है ? उदाहरण सहित समझाइए।
4. धर्म एक प्रकार के उच्चतम नैतिक, सामाजिक और नागरिक सद्गुणों से युक्त है। समझाइए।
5. निम्नलिखित पर टिप्पणियां लिखें :
   (क) पंथनिरपेक्षता
   (ख) मेरा कार्यस्थल और मेरा कर्तव्य
   (ग) चतुर्वर्ण

इकाई दो

राज्य और नागरिक

अध्याय 7

अधिकार तथा कर्तव्य : अर्थ एवं संबंध

अधिकार क्या हैं ?

नागरिकों के अधिकार उनके अच्छे जीवन के लिए आवश्यक हैं। वे उन बाह्य स्थितियों का निर्माण करते हैं जो व्यक्तित्व के विकास के लिए अपरिहार्य हैं। राज्य मानव व्यक्तित्व को समृद्ध करने के लिए ही बना है। यह सब कुछ अपने में समाहित करने वाला 'लेवायथन' (Leviathan)नहीं है बल्कि मानव विकास को संभव बनाने वाली एक आवश्यक युक्ति है। कुछ मानकीय दार्शनिकों की यह दृढ़ मान्यता है कि यथार्थ में कोई राज्य कहलाने का तभी अधिकारी है जब वह अपने नागरिकों को कुछ न्यूनतम अधिकार उपलब्ध कराए। वास्तव में, अधिकार कुछ दावों के रूप में प्रकट होते हैं, लेकिन सभी दावों को अधिकार की संज्ञा नहीं दी जा सकती। अधिकार वस्तुत: वे दावे होते हैं जिन्हें समाज मान्यता देता है और जो राज्य द्वारा लागू किए जाते हैं। ऐसी मान्यता के अभाव में अधिकार केवल खोखले दावे ही सिद्ध होंगे। समाज की प्रकृति सावयविक होती है, अत: किसी व्यक्ति को स्पष्टत: ऐसे कोई अधिकार नहीं मिल सकते जिन्हें समाज स्वीकृत न करता हो। समाज के अभिन्न अंग के रूप में व्यक्ति केवल उसी के माध्यम से अपने अस्तित्व के उद्देश्यों को प्राप्त कर सकता है। अत: कोई भी स्वार्थपूर्ण दावा अधिकार नहीं हो सकता। अधिकार कहलाने के लिए यह आवश्यक है कि उसका उद्देश्य समाज का हित हो एवं समाज की सामान्य धारणा द्वारा मान्य हो। यदि अधिकार समाज की मान्यता पर निर्भर न हों तो हर कोई अपनी सुविधानुसार अधिकारों के नाम पर हर प्रकार के दावे प्रस्तुत करने लगेगा। परस्पर विरोधी दावों की स्थिति में उनका सापेक्षिक औचित्य निर्धारित करना कठिन होगा। केवल समाज ही कुछ सीमाओं के भीतर ऐसा कर सकता है। समाज से ऐसा करने के दौरान त्रुटि हो सकती है लेकिन अधिकारों के पारस्परिक विरोध की स्थिति में समाज की व्यापक बुद्धिमत्ता पर भरोसा किया जा सकता है। अत: किसी भी राज्य में अधिकारों की विषय-वस्तु संबंधित समाज में व्याप्त सामान्य मत अथवा सर्वसहमति द्वारा निर्धारित होता है। यह हो सकता है कि हम उन्हें अधिक मानवीय बनाने के क्रम में उनमें समय-समय पर परिवर्तन करें लेकिन अंतत: उनकी प्रकृति व विषय-वस्तु का निर्धारण समाज द्वारा ही किया जाता है।

यहां यह भी उल्लेखनीय है कि अधिकारों के संदर्भ में सामाजिक मान्यता तथा राज्य द्वारा उन्हें दी जाने वाली मान्यता में पर्याप्त अंतर है। अधिकार सदैव कानून की उपज नहीं होते जैसा कि हाब्स व बेन्थम का विश्वास था। अधिकार, मानव व्यक्तित्व के विकास की अनिवार्य शर्त हैं अतएव वे उन सिद्धांतों का सूत्रपात करते हैं जिनसे स्वयं राज्य-कानून अपना औचित्य प्राप्त करते हैं। किसी भी राज्य के

मूल्यांकन का आधार वास्तव में वे परिस्थितियां है जिन्हें राज्य अपने नागरिकों के वैयक्तिक विकास के लिए सुलभ कराता है। 'अधिकार' उन्हीं परिस्थितियों का दूसरा नाम है। वैधानिक सिद्धांत के अनुसार अधिकार राज्य-इच्छा की उत्पत्ति है। जैसाकि लास्की की मान्यता है कि "अधिकारों को राज्य-इच्छा की उत्पत्ति मानने वाला कोई भी कानूनी सिद्धांत, राजनीतिक दर्शन को समृद्ध नहीं कर सकता। ऐसा सिद्धांत तो हमें केवल यही बताता है कि राज्य की प्रकृति क्या है। वह हमें यह नहीं बता सकता कि मान्यताप्राप्त अधिकार अनिवार्य है अथवा नहीं।" अधिकार वास्तव में वे दावे होते हैं जिनके बिना कोई व्यक्ति अपने अस्तित्व के उद्देश्य को प्राप्त ही नहीं कर सकता। राज्य, मानवीय सुख अर्जित करने के लिए बना है, अतएव वह तभी सफल हो सकता है जबकि वह अपने नागरिकों को वह अधिकार दे जिनकी वे अपने विकास के लिए मांग करते हैं।

कभी राज्य द्वारा स्वीकृत अधिकारों व समाज द्वारा मान्यता प्राप्त अधिकारों से संघर्ष भी हो सकता है। राज्य कुछ विशेषाधिकार सुरक्षित करने की चेष्टा कर सकता है जैसा कि 1789 से पहले फ्रांस के शासन ने किया था और जिसके फलस्वरूप फ्रांसीसी राज्य क्रांति की ज्वाला भड़क उठी थी। ऐसी परिस्थितियों में आदर्श अधिकारों के पक्षधर राज्य के पुराने आधारों को नगण्य करते हुए किसी नई राज्य व्यवस्था के सूत्रपात करने की कोशिश करते हैं। उनके प्रयास का लक्ष्य किसी ऐसी राज्य व्यवस्था की स्थापना है जो सामाजिक इच्छा के अनुरूप व्यक्ति के आदर्श दावों की पोषक हो।

लॉक ने अपने विचारों में प्राकृतिक अधिकारों के उस सिद्धांत का समर्थन किया था जो व्यक्तियों को प्राकृतिक अवस्था में उपलब्ध थे। सभ्य समाज के उदय से पूर्व प्राकृतिक अधिकारों व कर्तव्यों की व्यवस्था थी जो पारस्परिक दावों और दायित्वों पर आधारित थे। लॉक ने प्राकृतिक अवस्था को पारस्परिक दावों और दायित्वों के एक व्यापक जाल के रूप में प्रस्तुत किया था। उसके अनुसार प्राकृतिक अवस्था में व्यक्ति के अधिकार स्थायी व अलोप्य थे। ऐसे अधिकारों में जीने का अधिकार तथा स्वतंत्रता व संपत्ति विषयक अधिकार सर्वाधिक महत्वपूर्ण थे। हॉब्स और लॉक दोनों ही कभी स्पष्ट नहीं कर सके कि 'प्रकृति' क्या है। कभी-कभी तो उनके सिद्धांत में 'प्रकृति' से अभिप्राय उस स्वाभाविक खोज से होता है जो व्यक्ति सुरक्षा व अधिग्रहण के उद्देश्य से करते हैं। यहां तक कि उसमें प्रायः उनकी आक्रामक प्रवृत्ति को संतुष्ट करने के अंश भी दिखाई देते हैं। कभी-कभी उनका अभिप्राय विवेकपूर्ण आचरण से भी होता है। वास्तव में प्राकृतिक अधिकारों के सिद्धांत के अनुसार मानवजाति की शैशवास्था में अधिकारों की यह उपभोगकारी कल्पना है। यह इस भ्रांत धारणा पर आधारित है कि समाज से पृथक भी हमारे कोई अधिकार अथवा कर्तव्य हो सकते हैं। बर्क ने इस बात को अत्यंत प्रभावशाली ढंग से व्यक्त करते हुए कहा था कि हम नागरिक तथा गैर-नागरिक अवस्था के अधिकारों का एक साथ उपभोग नहीं कर सकते। प्राकृतिक अधिकार अमूर्त रूप में जितने ही पूर्ण होंगे, व्यवहार में उनकी स्वीकृति उतनी ही कठिन होगी।

अधिकार वस्तुतः सामाजिक परिस्थितियों का परिणाम होते हैं। वे समाज से पृथक नहीं हो सकते। यदि वे प्राकृतिक होते भी है तो केवल इस अर्थ में कि वे हमारे वांछित उद्देश्यों की अभिव्यक्ति करते हैं। वे केवल उसी अर्थ में प्राकृतिक हैं कि उनके बिना कोई भी व्यक्ति अपना पूर्ण विकास नहीं कर सकता। अतः एक ओर तो वे उन दावों के परिचायक हैं जिनके बिना व्यक्ति अपने व्यक्तित्व का पूर्ण विकास नहीं कर

सकता, और दूसरी ओर वे समाज से मान्यता प्राप्त ऐसी सुविधाएं हैं जिनसे व्यक्ति अपने दावों की पूर्ति कर सकता है। समाज ही हमारे दावों को मान्यता दे सकता है, वही उन्हें औचित्य प्रदान करता है। वैयक्तिक अधिकारों की सार्थकता तथा महत्त्व केवल तभी तक होता है जब तक उनसे व्यक्ति की भलाई के साथ सामाजिक कल्याण भी संभव हो। ये ही वे माध्यम हैं जिनके द्वारा व्यक्ति अपने कल्याण की भांति समाज का कल्याण भी कर सकता है। अधिकार हमारी क्षमता की उन स्थितियों के परिचायक हैं जिनके अंतर्गत हम सामाजिक कल्याण में अपनी भागीदारी निभा पाते हैं। कोई समाज केवल तभी विकसित हो सकता है जब उस समाज के सदस्य एक-दूसरे के दावों को इस आधार पर मान्यता दें कि उन दावों से सामाजिक कल्याण चरितार्थ होता है। ऐसी पारस्परिक मान्यता ही अधिकारों की आधारशिला है।

इस प्रकार अधिकार सामाजिक प्राणी के रूप में व्यक्ति के कल्याण की परिस्थितियां हैं। ये सामाजिक जीवन की वे परिस्थितियां हैं जिनके अभाव में व्यक्ति सामाजिक हितों से अपने निजी हितों का तादात्म्य स्थापित नहीं कर सकता। राज्य तो ऐसी परिस्थितियों को केवल लागू ही करता है। राज्य का यह उद्देश्य है कि वह व्यक्ति के सामान्य सुख की परिस्थितियां पैदा करे। इस कारण यदि राज्य व्यक्ति के विकास के लिए आवश्यक अधिकारों की परिस्थितियों को उपलब्ध करने में विफल होता है तो उसके प्रति हमारी आस्था का दावा समाप्त हो जाता है। निस्संदेह, सामान्य हित का निर्धारण करना कठिन है। व्यवहार में उसका अर्थ अधिकतम व्यक्तियों का अधिकतम कल्याण या बहुसंख्यक का हितसाधन हो सकता है। इसका उद्देश्य समाज के कल्याण की सरकारी धारणा भी हो सकता है। किस दावे को अधिकार के रूप में स्वीकार किया जाए यह एक व्यावहारिक समस्या है। अधिकार की अंतर्निहित विषय-वस्तु काफी अंशों में किसी समय-विशेष में किसी विशिष्ट समाज के रीतिरिवाजों व लोकाचार पर निर्भर करती है। अधिकारों की कोई भी ऐसी सूची नहीं निर्मित की जा सकती जिसको सार्वभौमिक या सामान्य रूप से सभी परिस्थितियों में लागू किया जा सकता हो। ऐसा कोई भी प्रयास वास्तव में किसी युग-विशेष के मूल्यों को पूर्ण सत्य के रूप में प्रतिष्ठित करने के बराबर होगा। अधिकारों के किसी भी ऐसे परिकल्पनात्मक विचार की उस सिद्धांत के संदर्भ में बहुत कम प्रासंगिकता होती है जो सामान्य नियम प्रतिपादित करने को तत्पर होता है। अतीत में आदर्श अधिकारों के सूचीबद्ध करने के सभी प्रयास वस्तुतः उस प्रवृत्ति के शिकार रहे हैं जिसे तकनीकी भाषा में 'अवधारणा का मूर्तिकरण' (reification of conception) कहा जाता है। इस प्रवृत्ति से बाध्य होकर कोई समाज अपने विशिष्ट मूल्य को सामान्य अथवा सार्वभौमिक मूल्य स्तर तक उठाने का प्रयास करता है। अतः इस दिशा में लॉक या थॉमस पेन, दोनों ने ही अपने-अपने संदर्भों में अपनी-अपनी प्राथमिकताओं को पूर्ण सिद्धांत बनाने की चेष्टा की थी। वास्तविकता यह है कि हर युग व हर समाज को सदैव नए सिरे से अपने लिए यह तय करना पड़ता है कि वह किन विशिष्ट अधिकारों को अपनाएंगे ताकि वे अधिकार किसी भी संदेह से मुक्त रह सकें। उदाहरण के लिए लॉक ने संपत्ति के अधिकार को प्राकृतिक माना था। हम अब ऐसा बिल्कुल नहीं मानते क्योंकि आज परिस्थितियां बदल चुकी हैं।

अब तक की चर्चा से यह स्पष्ट है कि अधिकार अपनी प्रकृति में पूर्ण अथवा निरंकुश नहीं हो सकते। समाज के सदस्य के रूप में व्यक्तियों का कल्याण वास्तव में उनके वैयक्तिक अधिकारों व

सामाजिक हितों के बीच स्थापित किसी सुखद समझौते में ही निहित है। अधिकारों से संबंधित किसी भी सूची को निर्मित करते हुए यह अनिवार्यत: स्वीकार करना चाहिए कि पूर्ण अथवा अनियंत्रित अधिकार नाम की कोई चीज हो ही नहीं सकती। ऐसी किसी भी स्थिति का परिणाम समाज में अराजकता व अव्यवस्था होगा। अधिकारों की किसी भी प्रभावी प्राप्ति के लिए यह आवश्यक है कि उन पर सामाजिक नियंत्रण हो। अमेरिका के संविधान में पहले दस संशोधनों द्वारा सम्मिलित किए गए मौलिक अधिकारों पर एक लंबे समय तक कोई प्रतिबंध नहीं लगाया गया, लेकिन कालांतर में इस व्यवस्था की अव्यवहारिकता समझ में आने लगी। वहां यह अनुभव किया जाने लगा कि इस व्यवस्था के होते हुए सार्वजनिक व्यवस्था बनाए रखना कठिन था। समाज में भ्रष्टाचार का उन्मूलन दुरूह–सा हो गया और उन सबसे अपराध–वृत्ति को बढ़ावा मिलने लगा था। अमेरिका के सर्वोच्च न्यायालय को, जिसे संविधान की व्याख्या का दायित्व प्राप्त है, शीघ्र ही 'निहित शक्ति के सिद्धांत' (Doctrine of Implied Powers) को स्थापित करना पड़ा। इसके अंतर्गत यह स्वीकार किया गया कि राज्य को एक समन्वयकारी अधिकरण के रूप में समान हितों की सुरक्षा के लिए मूल अधिकारों पर उचित प्रतिबंध लगाने का अधिकार प्राप्त है। भारत का संविधान भी मूल अधिकारों पर सीमाएं स्वीकार करता है।

अधिकारों के प्रकार

हमारे अपने युग में नागरिकों के लिए आवश्यक विशिष्ट अधिकारों में पहला अधिकार *व्यक्तिगत स्वतंत्रता* का अधिकार है। यह अधिकार 'कानून के शासन' की धारणा में निहित है। हमारे संविधान की यह मान्यता है कि "कानून द्वारा स्थापित कार्य-विधि के अतिरिक्त किसी भी व्यक्ति की निजी स्वतंत्रता का हनन नहीं किया जाना चाहिए।" व्यक्तिगत स्वतंत्रता के अधिकार का अर्थ यह नहीं है कि किसी व्यक्ति को कुछ भी करने की पूर्ण स्वतंत्रता प्राप्त है। कोई अपराधी- जो सदैव समाज विरोधी मनोवेगों से ग्रस्त रहता है, व्यक्तिगत स्वतंत्रता के अधिकार का दावा नहीं कर सकता। वास्तव में व्यक्तिगत स्वतंत्रता के अधिकार का यह अर्थ है कि हमें किसी सुनिश्चित कानून के उल्लंघन की स्थिति में ही दंड मिले और वह दंड भी निष्पक्ष कानूनी जांच-पड़ताल के बाद उचित कानूनी प्रक्रिया पर आधारित हो।

सभ्य समाजों में निष्पक्ष मुकद्मे के बिना किसी भी व्यक्ति की नजरबंदी वास्तव में व्यक्तियों के अधिकारों का हनन ही कहा जाएगा। हमारे संविधान में उल्लिखित 'निवारक नजरबंदी' ऐसा ही प्रावधान है। हालांकि बहुत गंभीर राष्ट्रीय विपत्तियों अथवा युद्ध की स्थितियों में बात दूसरी हो जाती है। कोई भी राज्य अपनी सुरक्षा को खतरे में डालने की अनुमति किसी भी स्थिति में नहीं दे सकता।

दूसरा महत्त्वपूर्ण अधिकार *समानता का अधिकार* है। समानता का यहां दो अर्थों में उल्लेख किया जा रहा है-

- अवसर की समानता और
- कानून के सम्मुख समानता तथा कानूनों द्वारा समान संरक्षण।

जैसा कि पहले चर्चा की जा चुकी है कि पूर्ण समानता का अधिकार संभव नहीं है। पूर्ण समानता न केवल अव्यावहारिक है बल्कि वह वांछनीय भी नहीं है। समानता तो केवल आनुपातिक हो सकती है इसका यह अभिप्राय है कि समाज में कुछ लोगों के पास अत्यधिक धन होने से पहले सब लोगों को सम्मानजनक जीवन की न्यूनतम आवश्यक सुख

सुविधाएं प्राप्त होगी। हर राज्य का यह कर्तव्य है कि वह अपने समस्त नागरिकों को बिना वर्ग या सामाजिक स्थिति का ख्याल किए ऐसी न्यूनतम सुविधाएं उपलब्ध कराए। सही अर्थों में नागरिक होने की यह पूर्व शर्त है कि हम भुखमरी व बेरोजगारी के भय से मुक्त हों।

कानून के समक्ष समानता का अर्थ है विशेषाधिकार की अनुपस्थिति, व सभी सामाजिक वर्गों पर कानून की समान बाध्यता। देश के कानून तथा न्यायालयों द्वारा शासित प्रक्रिया दुर्बल एवं सबल दोनों ही वर्गों पर समान रूप से प्रभावी होती है। कानून के समक्ष समानता का अर्थ है समान परिस्थितियों में समान व्यवहार। इसका केवल यही अर्थ है कि समान व्यक्तियों से समान व्यवहार किया जाना चाहिए। किंतु राज्य कुछ वर्गीकरण भी कर सकता है। यहां अनुसूचित जातियों तथा अनुसूचित जनजातियों के आरक्षण संबंधी कानून का उदाहरण दिया जा सकता है। यह वर्गीकरण हर हाल में तर्कसंगत होना चाहिए और उसे जनकल्याण के अतिरिक्त अन्य किसी मापदंड से न्यायोचित सिद्ध नही किया जाना चाहिए। यदि सबके कल्याण की प्रेरणा पाते हुए कोई कानून समाज के वर्ग-विशेष से कोई सरोकार रखें तो उक्त कानून समानता के सिद्धांत को प्रतिष्ठित करता है।

तीसरा महत्त्वपूर्ण अधिकार, जो नागरिकों को अनिवार्यत: प्राप्त होना चाहिए वह है, *अभिव्यक्ति व भाषण की स्वतंत्रता का अधिकार*। यह अधिकार व्यक्तियों को अपनी शिकायतों को अभिव्यक्त करने का अवसर प्रदान करेगा। साथ ही सार्वजनिक महत्त्व के प्रश्नों पर जनमत संगठित करने में सक्षम हो सकेगा। इसके अतिरिक्त शासन भी ऐसी स्वतंत्र अभिव्यक्ति की स्थिति में मस्तिष्क को समझने में सक्षम होगा। जॉन स्टुअर्ट मिल ने भाषण व अभिव्यक्ति के अधिकार के पक्ष में उत्कृष्ट तर्क प्रस्तुत कर इस बात पर बल दिया था कि संपूर्ण मानव-समुदाय को भी यह अधिकार नहीं है कि वह किसी एक भिन्न मत रखने वाले किसी एक व्यक्ति की भी आवाज़ दबा दे। कौन जानता है कि शायद वही एक व्यक्ति अंतत: सही सिद्ध हो और बाकी सब गलत। सुकरात, ईसा मसीह तथा गेलीलियों के उदाहरण हमें सदैव यह याद दिलाते रहेंगे कि व्यक्ति की अभिव्यक्ति व भाषण की स्वतत्रता पर प्रतिबंध वस्तुत: वैयक्तिक स्वतंत्रता का ही निषेध है। इस निषेध को इस आधार पर न्यायसंगत नहीं ठहाराया जा सकता कि ऐसी अभिव्यक्ति संभवत: ईश-निंदा हो सकती है या समाज के कल्याण के विपरीत हो सकती है।

कुछ विचारकों का मत है कि भाषण व अभिव्यक्ति का अधिकार एक ऐसा अधिकार है जो युद्ध-काल में भी निषिद्ध नहीं होना चाहिए। कोई भी कार्यपालिका जो युद्ध अथवा गंभीर राष्ट्रीय संकट की स्थिति में नागरिकों की स्वतंत्र अभिव्यक्ति को खुलेआम दबाती है वह अधिकतर अपनी शक्ति का दुरुपयोग भी कर सकती है। दूसरे विश्व युद्ध से पूर्व जर्मनी व इटली को ऐसी ही परिस्थिति का सामना करना पड़ा और वे इस प्रक्रिया में नष्ट हो गए, किंतु यह विचारणीय है कि व्यवहार में सरकार इस अधिकार के प्रयोग को किस सीमा तक प्रतिबंधित कर सकती है। कोई भी सरकार अपने नागरिकों के किसी भी भाग को विध्वंसात्मक प्रचार की अनुमति नहीं दे सकती। सरकार किसी को यह भी अनुमति नहीं दे सकती कि वह युद्ध के समय राष्ट्रीय सेनाओं से यह कहे कि वे युद्ध में भाग न लें। यदि वह ऐसा करने दे तो वह सरकार कहलाने योग्य ही नहीं रहेगी। इसी प्रकार कोई भी सरकार गृह-युद्ध या देश के विघटन की किसी वकालत को भी सहन नहीं कर सकती। राज्य का पहला कर्तव्य तो स्वयं अपनी अखंडता अक्षुण्ण

रखना है। यदि स्वयं राज्य का अस्तित्व नहीं रहा तो वह भाषण व अभिव्यक्ति की स्वतंत्रता को किसी प्रकार जीवित रख सकेगा ? यहां इस बात पर विशेष बल देना प्रासंगिक है कि भाषण व अभिव्यक्ति की स्वतंत्रता का आशय अपमानजनक आरोप लगाना या जनता को अपराध करने के लिए उकसाना नहीं है। यदि इस अधिकार का ऐसा कोई दुरुपयोग किया जाता है तो उससे प्रभावित हर व्यक्ति का यह अधिकार है कि वह उसके समुचित निराकरण का प्रयत्न करे।

चौथा महत्त्वपूर्ण अधिकार है, *काम का अधिकार* तथा पर्याप्त मजदूरी पाने का अधिकार। नागरिकों को यह अधिकार है कि उन्हें उपयुक्त रोजगार मिले। यह राज्य का दायित्व है कि वह उन्हें ऐसा रोजगार सुलभ कराए। रोजगार के अधिकार का अर्थ यह नहीं है कि उसके नाम पर नागरिक किसी व्यवसाय विशेष का दावा कर सकते हैं। इसका अर्थ केवल यह है कि उन्हें समाज में ऐसा लाभप्रद काम मिल सके जिससे वे अपना व अपने आश्रितों का भरण-पोषण कर सकें। इसी आधार पर प्रायः यह कहा जाता है कि यदि किसी सुनिश्चित अवधि तक किसी को रोजगार प्राप्त न हो तो राज्य उसे योग्यता के अनुरूप बेरोजगारी भत्ता दे। पर्याप्त मजदूरी पाने के अधिकार का जन्म इसी अधिकार से ही हुआ है। इस अधिकार का भी यह अर्थ निकालना गलत होगा कि सभी को आय की समानता प्राप्त हो। इसका अभिप्राय तो समानता के सामान्य सिद्धांतों से अनुरूपता स्थापित करना ही है। काम का अधिकार व्यक्तियों द्वारा प्रस्तुत एक ऐसा दावा है जिससे वे समाज में अपना सुनिश्चित स्थान बना सकते हैं और इस स्थान के अनुरूप अपना कार्य संपादित कर सकते हैं।

नागरिकों का पाचवां महत्त्वपूर्ण अधिकार पर्याप्त *स्वास्थ्य सुविधाएं* प्राप्त करना है। इसका यह अभिप्राय नहीं है कि राज्य हमें समस्त रोगों से मुक्ति दिला सकता है। ऐसी मुक्ति तो हमें स्वयं हमारी स्वास्थ्य साधना से ही मिल सकती है। यदि पक्षाघात से पीड़ित कोई व्यक्ति राज्य द्वारा दी जाने वाली स्वास्थ्य सुविधाएं लेने से इंकार कर दे तो राज्य को इसके लिए दोषी नहीं ठहराया जा सकता। स्वास्थ्य संबंधी अधिकार का सहज अर्थ यही है कि किसी भी व्यक्ति को जो चुस्त-तंदुरुस्त रहने का इच्छुक हो, समुचित स्वास्थ्य चिकित्सा सुविधाएं उपलब्ध होनी ही चाहिए। राज्य का यह दायित्व है कि वह सभी को पर्याप्त चिकित्सा व उपचार की सुविधाएं उपलब्ध कराए। राज्य को यह सुनिश्चित करना होता है कि गरीब रोगियों की चिकित्सा में उपेक्षा नहीं होगी, उनके इलाज में कोई अकुशलता नहीं होगी। राज्य का यह भी दायित्व है कि वह संक्रामक रोगों के फैलाव को रोकने के पर्याप्त उपाय करे। राज्य टीके लगवाकर ऐसा प्रभावी उपाय कर सकता है।

समुचित शिक्षा का अधिकार मानव विकास का एक अन्य महत्त्वपूर्ण घटक है। नागरिकों को ऐसे साधन सुलभ होने चाहिए जिनसे लाभान्वित होकर वे सार्वजनिक विषयों की चर्चा में रुचि ले सकें तथा देश की सामाजिक, राजनीतिक व सांस्कृतिक प्रक्रियाओं की बुद्धिमत्तापूर्वक मांग कर सकें, किंतु शिक्षा के अधिकार का यह अर्थ नहीं है कि सबको समान शिक्षा प्राप्त हो। स्पष्टतः लोग क्षमताओं व अभिरुचियों की दृष्टि से भिन्न होते हैं और इसलिए वे समान रूप से शिक्षा के अधिकारी नहीं हो सकते। इस अधिकार का यह भी अर्थ नहीं है कि समाज में हर किसी को विश्वविद्यालय शिक्षा प्राप्त हो ही, चाहे वह इसके योग्य हो अथवा नहीं। समाज के अनुपयुक्त व अनिच्छुक सदस्यों को पढ़ाना वास्तव में मानव संसाधनों का दुरुपयोग ही होगा। आवश्यक यह है कि समाज में हर किसी को न्यूनतम शिक्षा सुविधा प्राप्त हो जो

उनकी नागरिकता को सार्थक बनाए और वे समाज के आवश्यक कार्यों को संपन्न कर सकें।

अन्य अधिकारों में राज्य के मामलों में भागीदारी का अधिकार विशेष उल्लेखनीय है। जिसके अंतर्गत मतदान व चुनाव लड़ने के अधिकार है। ऐसे अधिकारों में संघों का गठन तथा विश्राम के पर्याप्त घंटों का प्रावधान भी उल्लेखनीय है। किसी राज्य को वास्तविक अर्थों में एक राजनीतिक समुदाय बनाने के लिए अधिकार नितांत आवश्यक हैं। इन अधिकारों की मदद से ही हम सक्रिय नागरिक बन सकते हैं। प्र इन अधिकारों की मान्यता का अनुपात किसी राज्य की प्रकृति के अनुसार घटता-बढ़ता रह सकता है। तथ्यतः, राज्य अक्सर इन अधिकारों को प्राथमिकता के क्रम में ही समायोजित करता है। यह प्राथमिकता संबंधित समाज की विशिष्ट प्रकृति व समस्याओं पर निर्भर करती है। किसी ऐसे समाज में जहां व्यापक स्तर पर गरीबी हो, आर्थिक अधिकारों को राजनीतिक अधिकार पर वरीयता दी जाएगी। इसी प्रकार आर्थिक दृष्टि से विकसित किसी समाज में राजनीतिक अधिकारों पर अधिक बल देने की आवश्यकता प्रतीत होगी। सोवियत संघ जैसे आर्थिक दृष्टि से विकसित कुछ साम्यवादी देशों में राजनीतिक जीवन व तत्संबंधी प्रक्रियाओं को उदार बनाने पर जो अत्यधिक बल दिया जा रहा था वह इस बात का प्रमाण है कि कोई भी समाज राजनीतिक अधिकारों को मान्यता प्रदान किए बिना एक सुदृढ़ एवं स्थायी सामाजिक संगठन की स्थापना नहीं कर सकता।

वास्तव में, किसी सरकार का स्वरूप महत्त्वपूर्ण नहीं होता बल्कि महत्त्वपूर्ण होता है उसके मूल भाव व उपलब्धियों का, उसके नागरिकों को उनके वास्तविक जीवन प्रसंगों में उपलब्ध सुख की सीमा का तथा सरकारी उद्देश्यों के प्रति विकसित जनविश्वास का। यह संभव है कि किसी राज्य में लोगों को मतदान का अधिकार प्राप्त हो और फिर भी वह राज्य नितांत कुशासन का शिकार हो। यदि कोई राज्य, उक्त वर्णित अधिकारों को अपने नागरिकों के लिए चरितार्थ करे, और उनको निष्ठापूर्वक लागू करे तो अन्य समस्त अधिकार स्वतः प्राप्त हो जाएंगे।

जब तक कोई राज्य अपनी जनता को सुखी रख समर्थ होता है तब तक यह इतना महत्त्वपूर्ण होता कि उसकी जनता अधिकार-पत्र के रूप में अधिकारों का या उनका उपभोग करती है अथवा नहीं। इतिहास में अनेक ऐसे उदाहरण उपलब्ध हैं जहां संविधान में निरूपित अधिकार-पत्र के रूप में नागरिकों को अधिकार सुरक्षित कराए गए हैं फिर भी व्यवहार में वे अनुपलब्ध ही रहे हैं। यह हो सकता है कि संविधान में अधिकारों के उल्लेख से अधिकारों को अधिक मान्यता अवश्य प्राप्त होती है लेकिन इससे उसकी उपलब्धि सुनिश्चित नहीं होती। हिटलर और मुसोलिनी अपने-अपने देशों में तानाशाह के रूप में प्रकट हुए, यद्यपि इन देशों के संविधान अत्यधिक लोकतांत्रिक थे। इन अधिकारों की वास्तविक प्राप्ति के लिए प्रबुद्ध जनमत और शिक्षित जनता का होना एक पूर्व शर्त है।

अब प्रश्न उठता है राजनीतिक आज्ञाकारिता का। क्या लोगों को एक अवैधानिक सत्ता के प्रति आज्ञाकारी होना चाहिए ? वास्तव में स्वेच्छाचारी एवं तानाशाही शासन के विरोध में प्रतिकार करने का अथवा ऐसी सत्ता का प्रतिरोध या अवज्ञा करने का अधिकार सबसे अधिक मौलिक और अंतर्निहित अधिकार है। कोई अच्छी से अच्छी सरकार भी इस अधिकार को नहीं छीन सकती। जनता के हाथों में यह अंतिम प्रभावी सुरक्षा उपाय है। राज्य हित अंततः समाज और उसके सदस्यों के हितों की पूर्ति पर ही आधारित है। दोनों राज्य के प्रति आवश्यक रूप से एक-दूसरे से जुड़े हुए हैं। राज्य के प्रति

हमारा कर्तव्य आखिरकार किसी ऐसे राज्य के प्रति ही है जो हमारे जीवन के संरक्षण व अनुरक्षण में समर्थ हो, जो हमारे विकास की समुचित स्थितियों को सुरक्षित करता है। लॉक का यह तर्क था कि राज्य एक न्यास (ट्रस्ट) है और इस कारण उसे जीवन, स्वतंत्रता तथा संपत्ति की रक्षा करना ही है। यदि वह उस कार्य को संपादित करने में विफल होता है जिसके लिए उसे शक्ति प्रदान की जाती है या वह उन साध्यों की उपलब्धि में असमर्थ रहता है जिनसे सामान्य सुख सुलभ कराया जा सके तो ऐसी स्थिति में वह सामान्य आज्ञापालन का अपना दावा भी खो देता है। ऐसी परिस्थितियों में नागरिकों का यह दायित्व हो जाता है कि वे प्रभावी सत्ता का प्रतिरोध करें ताकि उसको बदला जा सके और किसी बेहतर सरकार को उसका स्थान दिलाया जा सके। कोई भी राज्य तब तक सहज निरंतरता के प्रति आश्वस्त नहीं हो सकता जब तक कि समाज के इस अधिकार (अवज्ञा के अधिकार) को अंतिम रूप से सुरक्षित व पवित्र अधिकार के रूप में मान्यता नहीं दी जाती। निसंदेह समाज द्वारा ऐसे अधिकार को मान्यता देने में कई खतरे या जोखिम विद्यमान होते हैं। ऐसे खतरों को यथासंभव कम करने या दूर करने के लिए यह जरूरी है कि राज्य ऊपर वर्णित सुरक्षा उपायों के लिए आवश्यक सावधानी बरते।

अधिकार व कर्तव्य के बीच संबंध

इस बात पर पर्याप्त बल देना आवश्यक है कि अधिकारों के साथ-साथ उनके कर्तव्य व दायित्व भी जुड़े हुए हैं। इन दोनों में सह-संबंध व्याप्त है। नागरिकों के अधिकार व कर्तव्य वास्तव में एक ही सिक्के के दो पहलू हैं। इन दोनों में दो प्रकार के संबंध दिखाई देते हैं।

प्रथम, कोई भी समाज पारस्परिकता के सिद्धांतों पर ही क्रियाशील हो सकता है। उदाहरण के लिए हमारे अधिकारों के संदर्भ में समाज का यह दायित्व है कि वह उन्हें यथोचित सम्मान दे। इसके साथ ही हमारा भी कर्तव्य बन जाता है कि हम दूसरों के ऐसे ही अधिकारों को समान मान्यता प्रदान करें। समाज इस सिद्धांत पर कार्य करता है कि "जो पाता है वह देता है और जो देता है वह पाता भी है।" वास्तव में हमारा अधिकार समाज के सभी सदस्यों के सामूहिक कल्याण का एक अटूट हिस्सा है। इस कारण किसी अधिकार विशेष संबंधी हमारे उपभोग का अनुपात अनिवार्यतः इस तथ्य पर टिका होता है कि समाज के अन्य सदस्य इस अधिकार का उतना ही उपभोग कर पाते हैं अथवा नहीं। हमारे अधिकार इस अर्थ में समाज के अन्य सभी सदस्यों के उक्त अधिकार से अटूट रूप से जुड़े हुए है। एक पक्ष दूसरे के बिना अस्तित्व में रह ही नहीं सकता। किसी समाज में जहां लोग अपने कर्तव्यों पर उतना ध्यान नहीं देते जितना कि अपने अधिकारों पर, वह समाज कभी-कभी विघटित हो जाता है। दूसरे व्यक्तियों के मूल्य पर उनके स्वयं के अधिकारों को अक्षुण्ण रखने संबंधी उनके निरंतर प्रयास वास्तव में उस समाज को एक ऐसे जंगल के रूप में बदल देते हैं जिसमें अंततः 'बल का कानून' ही हावी हो जाता है। हर कोई अपने अधिकारों का समान उपभोग कर सके, इसके लिए यह आवश्यक है कि हम दूसरे के प्रति अपने दायित्व व कर्तव्यों को सहज स्वीकार करें। हम यह बिल्कुल नहीं कह सकते कि हम तो हर प्रकार से मुक्त रहेंगे, जबकि अन्यः सभी लोग अपने दायित्वों के बंधनों से जकड़े रहेंगे। ऐसी कोई भी मान्यता न केवल संगतहीन है बल्कि अमानवीय भी है।

द्वितीय, अधिकारों व कर्तव्यों के तर्क का यह भी निहितार्थ है कि यदि राज्य के विरुद्ध हमारे

कोई दावे हैं तो उसकी समृद्धि की दिशा में हमारे कुछ उत्तरदायित्व भी हैं। इन दायित्वों का निर्वाह हम ऐसे कार्यों द्वारा करते हैं जो सामाजिक दृष्टि से उपयोगी होते हैं। राज्य उन स्थितियों का निर्माण करता है जिनमें हम अपने आपको सर्वाधिक उपयुक्त रूप से पा सकते हैं ; अर्थात अपने व्यक्तित्व व क्षमता का सर्वोत्तम विकास कर सकते हैं। इसके बदले हमारा यह कर्तव्य हो जाता है कि हम इन स्थितियों का सर्वोत्तम लाभ उठाएं और उनको अपना सर्वोत्कृष्ट योगदान दें। समाज को हमारा सबसे अच्छा योगदान केवल यही हो सकता है कि हम जीवन में अपने निर्दिष्ट स्थान पर रहते हुए अपना उत्तरदायित्व निभाएं, अपनी सामाजिक जिम्मेदारियों को स्वीकार करें तथा समाज के अन्य सदस्यों के अधिकारों को अपना पूर्ण सम्मान दें। समाज में कोई भी व्यक्ति प्रधानमंत्री के पुत्र अथवा कवि के रूप में ही अपना योगदान दे यह आवश्यक नहीं है। आवश्यक यह है कि वह अपने आपको स्वयं पहचानते हुए अपनी क्षमता व सामर्थ्य के आधार पर ईमानदारी से समाज को अपना योगदान । हममें से हर एक का यह कर्तव्य है कि हम हर स्थिति में अपने व्यक्तित्व का विकास करें ताकि हम समाज को सर्वोत्तम योगदान दे सकें। यह संभव है कि हम जीवन में पर्याप्त सफलता न पा सकें लेकिन यदि हम समाज के प्रति अपने सक्षम योगदान की दिशा में गंभीर व निष्ठावान प्रयासों का पर्याप्त संकेत भी दे देते है तो हमारा कर्तव्य पूरा हो जाता है। हर नागरिक को उन स्थितियों और सवालों पर अपना मूल्यवान निर्णय देने के लिए तत्पर रहना चाहिए जिनका वह दैनिक जीवन में लगातार सामना करता है। उसे अनिवार्यतः राज्य को अपना कर (Tax) देना चाहिए तथा किसी भी स्थिति में समाज के अन्य सदस्यों के समान अधिकार क्षेत्र में हस्तक्षेप से बचना चाहिए। जब तक राज्य व्यक्तियों के सुख के अनुकूल वातावरण बनाने में मदद करता है तब तक नागरिकों को भी एक कर्तव्य के रूप में कानून व व्यवस्था स्थापित करने में राज्य की आवश्यक सहायता करनी चाहिए। उनसे यह भी अपेक्षा की जाती है कि वे ईमानदारी से अपने सार्वजनिक दायित्वों का पालन करें, अपने देश को मजबूत बनाने में कोई कसर न उठा रखें और आवश्यकता पड़ने पर अपने देश की रक्षा के लिए तैयार रहें।

पारस्परिकता के बंधन में बंधे ये दायित्व व्यक्तियों के अधिकारों पर कोई पाबंदी नहीं लगाते। इसके विपरीत, वे उन्हें अधिक पूर्णता तथा अधिक वास्तविकता प्रदान करते हैं। यह सोचना कि हमारे अधिकार हमारे कर्तव्यों से अलग हो सकते हैं वास्तव में कोरा स्वार्थी होना है। समाज में रहते हुए जब हम सामाजिक दृष्टि से कोई उपयोगी कार्य करते हैं तो हमारा वही कार्य हमारे समाज को समृद्ध करता है। ऐसे राज्य में जहां नागरिक अपने अधिकारों की परवाह अधिक करते हैं और कर्तव्यों की कम, वहां खतरनाक स्थिति पैदा हो सकती है; वहां अराजकता उत्पन्न हो सकती है जो अंततः राज्य को विघटित कर सकती है। हमारे अधिकारों के समुचित संरक्षण प्राप्ति के लिए यह आवश्यक है कि पहले हम समाज को इस बात के प्रति आश्वस्त करें कि उन अधिकारों की सुरक्षा प्रदान करके समाज हमें वास्तव में लोककल्याण से प्रेरित भागीदारी के लिए ही तैयार कर रहा है। हमें समाज को यह समझाना ही होगा कि जब तक समाज हमारे अधिकारों की सुरक्षा नहीं करता तो वास्तव में वह हमें अभीष्ट मानव स्तर से गिरा देता है और उस सीमा तक वह हमें सामाजिक कल्याण को समृद्ध करने के अवसर से वंचित कर देता है। समाज के सदस्यों में व्याप्त वैयक्तिक कार्यों

सामाजिक कल्याण के उचित समीकरण द्वारा ही रचना कर सकते हैं और समाज को उसकी स्थापना
न अधिकार के किसी वास्तविक सिद्धांत की का ठोस आधार मिल सकता है।

अभ्यास

1. अधिकार किसे कहते हैं ? अधिकार और दावे में क्या अंतर है ?
2. अधिकार व्यक्ति की उन्नति के लिए क्यों आवश्यक हैं ?
3. क्या अधिकार असीम होते हैं ? अपने उत्तर के समर्थन में तर्क दीजिए।
4. मनुष्य के व्यक्तित्व के विकास में शिक्षा की भूमिका स्पष्ट कीजिए।
5. नागरिक किन परिस्थितियों में राज्य की अवज्ञा कर सकता है ?
6. निम्नलिखित पर टिप्पणी लिखिए :
   (क) समानता का अधिकार।
   (ख) भाषण और अभिव्यक्ति की स्वतंत्रता।
   (ग) काम करने का अधिकार।

अध्याय 8

राज्य गतिविधि की बदलती प्रकृति

व्यक्ति जब दूसरे व्यक्तियों के संपर्क में आता है तो किसी न किसी प्रकार का संघर्ष होना स्वाभाविक है। समाज में यह संघर्ष अव्यवस्था एवं भ्रम की स्थिति पैदा न कर दे, इस हेतु एक ऐसी संस्था की आवश्यकता उत्पन्न होती है जो कानून एवं व्यवस्था को सुनिश्चित कर सके तथा सामाजिक संबंधों में सौहार्द बनाए रख सके ; वह संस्था 'राज्य' है। हमारे समाज विरोधी आवेगों को नियंत्रित करने एवं समाज में विभिन्न दावों में सामंजस्य पैदा करने हेतु हमें राज्य की आवश्यकता होती है ताकि सामाजिक संबंधों में सौहार्द्रता हो सके। राज्य, उन बाह्य दशाओं को उत्पन्न करने के लिए अस्तित्व में आता है जो मानव व्यक्तित्व के विकास के लिए आवश्यक होती हैं। राज्य की भूमिका मानव शरीर में पेट की भूमिका के समान है। यह सत्ता के प्रतिरूप को अभिव्यक्त करता है। यह विभिन्न एवं परस्पर विरोधी हितों में सामंजस्य पैदा करता है। यह वस्तुओं एवं सेवाओं के शांतिपूर्ण विनिमय को सुनिश्चित करता है।

मानव व्यवहार को नियंत्रित करने के लिए राज्य कानूनों एवं नियमों का निर्माण करता है। कानूनों के उल्लंघन की स्थिति में वह उनके अनुपालन के लिए सदस्यों को बाध्य कर सकता है। समाज में राज्य के दावें किसी भी अन्य के दावों से उच्चतर होते है। आर. एम. मेकियावर के शब्दों में "राज्य एक ऐसा संघ है जो कि सरकार के जारी कानूनों द्वारा कार्य करता है। इस उद्देश्य को वह दमनकारी शक्तियों के साथ संपन्न करता है। निश्चित भूभाग में समुदाय के अंतर्गत सामाजिक व्यवस्था की, सर्वव्यापकीय बाह्य दशाओं को बनाए रखता है।" राज्य का प्रारंभिक कर्तव्य नागरिकों के अधिकारों की आंतरिक खतरे या गड़बड़ी से तथा युद्ध, आदि जैसे बाह्य खतरों से सुरक्षा प्रदान करना एवं शांति स्थापित करना है। इसे अपने सदस्यों के विकास हेतु भी कार्य करना होता है। राज्य के इन्हीं कार्यों के कारण प्राचीन काल में अरस्तू ने कहा था कि 'राज्य जीवन के लिए अस्तित्व में आया, और अच्छे जीवन के लिए सतत विद्यमान है।'

राज्य गतिविधि की बदलती अवधारणा

बीसवीं शताब्दी में विज्ञान एवं तकनीकी विकास द्वारा व्यापक सामाजिक परिवर्तन आया है। इन सभी परिवर्तनों के परिणामस्वरूप राष्ट्रीय संप्रभुता तथा आर्थिक गतिविधियों के नियंत्रण हेतु राज्य एवं सरकार के संपूर्ण तंत्र पर एक नए परिप्रेक्ष्य की आवश्यकता होती है। हमें एक नया दृष्टिकोण विकसित करना होगा, जिसमें व्यक्तिवाद एवं समूहवाद दोनों को समाहित किया जा सके तथा आधुनिक विश्व की दशाओं के अनुरूप उन्हें व्यवस्थित भी किया जा सके।

राज्य की व्यवस्था केवल व्यवस्था मात्र के लिए नहीं है। जैसा कि कौटिल्य ने कहा है कि यह सुरक्षा, संरक्षण, विकास एवं वितरण के लिए भी है। यह

नागरिकों को सुरक्षा प्रदान करता है, प्राकृतिक संसाधनों का संरक्षण करता है, उनके विकास करने हेतु कदम उठाता है तथा नागरिकों के मध्य राष्ट्रीय संपदा का वितरण करता है। 'व्यवस्था' की अवधारणा का विस्तार संरक्षण में होता है, संरक्षण का विस्तार जिस किसी को भी संरक्षित किया गया है उसके विकास में तथा जो विकसित किया गया है उसके उचित बंटवारे में हो जाता है। 19वीं सदी में स्थायित्व एवं सुरक्षा प्रदान करना राज्य का मुख्य कार्य माना जाता था। साथ ही निजी उद्यमियों को देश में एवं विदेश में समर्थन प्रदान करने की भी आशा की गई थी।

आज राज्य के कार्य भिन्न हैं। इनमें कानून एवं व्यवस्था और विदेश नीति-निर्माण को आज भी सम्मिलित किया जाता हैं। किंतु इनके अतिरिक्त इन कार्यो में व्यापक सेवाओं एवं उद्योगों के प्रबंधन एवं प्रशासन को भी सम्मिलित किया जाता है। औद्योगिक क्रांति, राष्ट्र राज्य के उद्भव तथा नीतियों में जनसहभागिता के परिणाम-स्वरूप राज्य की भूमिका का विस्तार हुआ है। यद्यपि जब राज्य संरचना पूर्ण विकसित नहीं थी, लोग विकास की आवश्यक परिस्थितियों के निर्माण के लिए राज्य की ओर नहीं देखते थें। किंतु अब लोग यह आशा करते हैं कि राज्य भूमि बटवारें, संपत्ति, आय, प्रजाति एवं रंग के कारण उत्पन्न असमानताओं को खत्म करें। इंग्लैंड की महान औद्योगिक क्रांति तथा अमेरिका में 1929-1933 की 'महामंदी' ने गंभीर आर्थिक संकट पैदा कर दिया था। प्रथम स्थिति के कारण संपत्ति कुछ हाथों में केंद्रित हो गई। इससे जनसंख्या का बहुत बड़ा भाग गरीब हो गया और यह गरीब वर्ग अपने श्रम की बिक्री के लिए बाध्य हो गया। दूसरी स्थिति में आर्थिक संकटों ने व्यापक बेरोजगारी को बढ़ावा दिया। निजी संपत्ति, दुर्बल राज्य और स्थानीय कार्यक्रम व्यापक समस्याओं का सामना करने में बहुत ही अपर्याप्त थे। इसलिए राज्य को व्यापक राहत कार्य करने पड़े थे।

राज्य के अनिवार्य कार्य सदा लगभग एक जैसे ही रहे हैं, किंतु विभिन्न कालों में विभिन्न गतिविधियों को प्रमुखता दी गयी है। 19वीं सदी में राज्य को प्राथमिक रूप से कानून एवं व्यवस्था के लिए उत्तरदायी एक संगठन के रूप में देखा गया। यह प्रारंभिक उदारवाद का समय था, जिसमें उदारवादियों ने स्वतंत्र बाजार एवं अधिकतम व्यक्तिगत स्वतंत्रता की वकालत की। उन्होंने राज्य को एक बुराई के रूप में माना, किंतु प्रतियोगी समाज के आधार को बनाए रखने के लिए राज्य आवश्यक माना गया जो कानून एवं व्यवस्था बनाए रखने के लिए जरूरी था। ये उदारवादी, स्वतंत्र बाजार, स्वतंत्र व्यापार तथा आर्थिक मामलों में राज्य के अहस्तक्षेप के समर्थक थे। राज्य का प्राथमिक कर्तव्य यह सुनिश्चित करना था कि नागरिक अपनी निजी वस्तुओं एवं अपनी खुशी के लिए एक-दूसरे को क्षति न पहुंचाए। यह मत अहस्तक्षेपकारी *(Laissez Faire)* राज्य के सिद्धांत के रूप में जाना जाता है। इसका अर्थ है – पितृवत सरकार की अनुपस्थिति तथा व्यापार एवं वाणिज्य की स्वतंत्रता।

कल्याणकारी राज्य

राज्य गतिविधि के बारे में एक अन्य मत है। जिसमें राज्य अहस्तक्षेप सिद्धांतवादियों की भांति एक सीमित कार्य करने की संस्था नहीं माना जाता है। इस सिद्धांत में राज्य को सभी के कल्याण के लिए समाज को रूपांतरित करने के एक अभिकरण के रूप में माना जाता है। अर्थात् इस प्रक्रिया में राज्य सार्वजनिक कल्याण के लिए एक अभिकरण बन जाता है। जॉन मेनार्ड कीन्स (1883-1946) द्वितीय विश्वयुद्ध के समय की घटनाओं के संदर्भ में इस विचार के अग्रदूत रहें हैं। अधिक आग्रह इस बात पर दिया गया है कि राज्य को जनस्वास्थ्य एवं गरीबी उन्मूलन के क्षेत्र में सक्रिय भूमिका का निर्वाह करना चाहिए। यह आशा की गई

कि राज्य द्वारा ऐसी मूलभूत सुविधाओं को विकसित किया जाए जिससे जनता द्वारा राज्य के मामलों में सक्रिय सहभागिता हेतु प्रत्येक व्यक्ति को न्यूनतम शिक्षा की प्राप्ति हो सके। साथ ही, राज्य को सभी नागरिकों के लिए काम के अधिकार, आय को अर्जित करने के अधिकार तथा आवास के अधिकार को सुनिश्चित करना चाहिए। राज्य इस प्रकार नियंत्रक, प्रोत्साहक, एवं एक प्रबंधक सब कुछ बन जाता है। सभी को न्याय प्रदान करने के लिए राज्य निजी उद्यमों को नियंत्रित करता है। यह कृषि को आर्थिक सहायता (सब्सिडी) प्रदान करता है एवं भूमि-सुधार हेतु कार्य करता है। यह सार्वजनिक क्षेत्र एवं निजी क्षेत्र में उद्यम स्थापित करके उद्योगों को व्यवस्थित करता है।

स्वतंत्रता उपरांत, भारतीय राज्य ने हमारी पंचवर्षीय योजनाओं के अंतर्गत इन्हीं सिद्धांतों के आधार पर कार्य किया है। हमनें समाज में असमानताओं को कम करने, सुरक्षा का वातावरण पैदा करने तथा सभी को राष्ट्रीय न्यूनतम स्तर सुनिश्चित करने के व्यापक प्रयास किए हैं। 'गरीबी हटाओं' एवं 'सभी के लिए रोजगार' जैसे नारे आम हो गए है। राज्य ने अनुसूचित जाति एवं अनुसूचित जनजाति सहित दुर्बल अल्प वर्ग के सामाजिक अधिकारों की सुनिश्चितता के लिए अतिरिक्त प्रयास किए हैं। बैंकों का राष्ट्रीयकरण किया गया। प्रमुख उद्योग सार्वजनिक क्षेत्र में स्थापित किए गए। इस प्रकार राज्य देश में सबसे बड़ा नियोक्ता बन गया। निजी क्षेत्र को व्यापक राज्य नियंत्रणों के अधीन कर दिया गया, परंतु राज्य नियंत्रित अर्थव्यवस्था का अनुभव इनकी कमियों को भी उजागर करने लगा। यह अनिवार्यतः नौकरशाहीकरण एवं लालफीताशाही की ओर अग्रसर करता है। उदाहरण के लिए भारत में इसे 'लाइसेंस-परमिट राज' के रूप में जाना जाता है। यह प्रोत्साहनों, अवसरों एवं उत्तरदायित्वों को दबा देता है, एवं स्वैच्छिक गतिविधियों को बढ़ावा देना बहुत कम हो जाता है। साथ ही राज्य से अपेक्षाएं बढ़ जाती हैं। परिणामस्वरूप राज्य पर बहुत ज्यादा दबाव पड़ने लगता है। राज्य से अधिकतम लाभ की मांग के लिए प्रत्येक हित एक निहित स्वार्थ में बदल जाता है। प्रारंभिक वर्षों में विभिन्न वर्गों को रियायतें देने की कुछ क्षमता राज्य के पास थी। साथ ही नेतृत्व वर्ग को भी, उनके स्वतंत्रता आंदोलन में सहभागिता के कारण, बहुत प्रतिष्ठा प्राप्त थी, किंतु जैसे ही पुराना नेतृत्व ओझल होने लगा वैसे ही बढ़ती हुई मांग का सामना करने की राज्य की क्षमता घटने लगी। राजनीतिक व्यवस्था में संकट के चिह्न दिखलाई पड़ने लगे। व्यक्ति के निजी पहल की क्षमता दमित हो गयी और राज्यतंत्र भ्रष्ट हो गया।

राज्य गतिविधि की प्रकृति के तृतीय मतानुसार, आज, निजी उत्पादन एवं सामाजिक उपयोग पर जोर दिया जाता है। मान्यता यह है कि राज्य को स्वयं आर्थिक गतिविधियों का संचालन तथा इसे केवल मददगार या नियंत्रक के रूप में ही कार्य करना चाहिए। एक तरफ राज्य एवं निगमों तथा दूसरी तरफ राज्य एवं कृषि के मध्य एक नए संबंध उत्पन्न हो रहे हैं। यह सोच बढ़ती जा रही है कि जितना ज्यादा हम निजी प्रतियोगिता एवं पहल को बढावा देगें, हमारी अर्थव्यवस्था का उतना ही विकास होगा। प्रतियोगिता को नियंत्रक एवं मददगार राज्य के विचार के साथ जोड़ा जाए। यह राज्य का दायित्व है कि वह यह सुनिश्चित करे कि प्रतियोगिता की दशाएं एवं शर्तें तथा सामाजिक-आर्थिक क्रियाएं, न्याय संगत एवं निष्पक्ष हों। जॉन रॉल्स ने अपनी पुस्तक *ए थियोरी ऑफ जस्टिस* (A Theory of Justice) में इन मान्यताओं को विशेषरूप से सामने रखा है। इस प्रारूप की सफलता की एक मूल शर्त यह है कि राज्य को सभी के लिए समान अवसर सुनिश्चित करने चाहिए। पूर्व व्यवस्था ने आर्थिक सहायता (सब्सिडी) एवं आरक्षण के संदर्भ में इसे प्राप्त करने का प्रयास किया। इसने राज्य तथा उसके निर्णयों से

प्रभावित होने वालों, विशेषकर कमजोर वर्ग के मध्य, संरक्षक-ग्राहक (patron-client relationship) संबंध पैदा किए। इस नए माडल का जोर इस बात पर है कि राज्य को शिक्षा एवं स्वास्थ्य में अधिकतम निवेश करना चाहिए। ये ऐसी आधारभूत आवश्यकताए हैं जिनके अभाव में अवसर की समानता नहीं हो सकती, जो कि एक निष्पक्ष एवं न्यायपूर्ण समाज के लिए बहुत ही आवश्यक है। साथ ही यह भी महसूस किया जा रहा है कि राज्य को यह भी सुनिश्चित करना चाहिए कि आर्थिक विकास हमारे पर्यावरण को विध्वंस न कर सकें। यह वास्तव में राज्य का दायित्व है कि वह अपने सभी नागरिकों को मूल सुरक्षा कवच प्रदान करे।

उपर्युक्त पृष्ठभूमि में राज्य गतिविधि से संबंधित एक अन्य मत हाल ही में उजागर हुआ है। यह मत एक ओर तो वैश्वीकरण और दूसरी ओर लोककल्याणकारी अर्थव्यवस्था के अंतर्गत श्रमिकों में व्याप्त निराशा के परिणामस्वरूप विकसित हुआ है। विकासशील देशों की अर्थव्यवस्था को विश्व-अर्थव्यवस्था से भी एकीकृत करने का अभियान चला है। ऐसा माना जाता है कि लोककल्याणकारी या समाजवादी अर्थव्यवस्था की अपेक्षा बाजार अर्थव्यवस्था, आर्थिक विकास को बेहतर ढंग से प्रेरित कर सकती है। आर्थिक विकास में गति की तीव्रता धीरे-धीरे गरीबी को कम कर सकती है। इससे बेहतर राजनीतिक प्रबंध भी संभव हो सकेगा।

वैश्वीकरण

जैसा कि ऊपर कहा जा चुका है, कुछ वर्षों से वैश्वीकरण की प्रक्रिया चल रही है जिसने राज्य गतिविधि की प्रकृति को प्रभावित किया है।

वैश्वीकरण भिन्न-भिन्न लोगों के लिए भिन्न-भिन्न अर्थ रखता है। कुछ लोगों के लिए यह साहसपूर्ण नई दुनिया है जहां कोई भी अवरोध नहीं है। दूसरों के लिए इसका तात्पर्य नव-उपनिवेशवाद की प्रक्रिया से है, जहां अंततः संपन्न देश ही प्रभुत्व स्थापित कर लेंगे।

उपर्युक्त दोनों विचार दो विपरीत छोर पर हैं। वैश्वीकरण वह प्रक्रिया है जिसमें विचारों, सूचनाओं, तकनीकियों, वस्तुओं और सेवाओं के आदान-प्रदान से अर्थव्यवस्थाएं प्रभावकारी ढंग से समाहित होती हैं। यह हाल में हुई प्रौद्योगिक क्रांति की उपज है जो संचार-गति की तीव्रता के परिणामस्वरूप पूंजी, वस्तुओं एवं सेवाओं की गति में तीव्रता सन्निहित करती है। वैश्वीकरण का सार है- 'संबंधता'। इस प्रकार के एकीकरण के अनेक आयाम हैं- सामाजिक, सांस्कृतिक, राजनीतिक एवं आर्थिक।

वैश्वीकरण के संबंध में कई आशंकाएं हैं। अधिकांश आशंकाएं इस संभावना से उठती हैं कि सांस्कृतिक एवं सामाजिक समाकलन, स्थानीय रीति-रिवाज़ एवं परंपराओं को खतरे में डाल सकती है, किंतु वर्तमान युग में इस प्रकार के खतरे से बचा नहीं जा सकता; क्योंकि पूंजी और वित्त, वस्तुओं और सेवाओं के आर्थिक समाकलन का प्रभाव, जो प्रौद्योगिकी का परिणाम है, सर्वत्र व्याप्त है।

यहां यह कहना अप्रासंगिक नहीं होगा कि वैश्वीकरण कोई नया तथ्य नहीं है। इसकी शुरुआत काफी पहले हो चुकी थी। सन 1870 और 1940 के बीच व्यापार के क्षेत्र में आर्थिक दृष्टि से तीव्र एकीकरण हो रहा था, किंतु अंतर्युद्धकाल में स्थानीय उद्योगों की रक्षा के लिए राज्य द्वारा सीमा शुल्क के अवरोध निर्मित किए गए। फिर भी प्रौद्योगिकी की तीव्र गति ने राज्यों के बीच अंत:क्रिया को हाल में पुन: बढ़ावा दिया है। वास्तव में अधिकांश अर्थशास्त्रियों के मत में अंतर्राष्ट्रीय व्यापार, विकासशील देशों के साथ ही सामान्यतः सभी देशों के लिए भी लाभकारी है। उदाहरण के लिए विदेशी पूंजी के प्रवाह ने पूर्वी एशियाई अर्थव्यवस्था पर महत्त्वपूर्ण प्रभाव डाला है।

अगर विकासशील देश वास्तव में वैश्वीकरण प्रक्रिया से पूरा लाभ उठाना चाहते हैं तो उन्हें विभिन्न प्रकार की भूमिका निभाने के लिए अपने को तैयार करना होगा। उन्हें यह आश्वस्त करना होगा कि उनकी *अर्थव्यवस्था* पूर्ण क्षमता को प्राप्त कर सके। उन्हें विदेशी मुद्रा के आगमन एवं निर्गमन को भी नियंत्रित करना होगा ताकि अचानक अस्थिरता उत्पन्न हो जाने से अर्थव्यवस्था में कोई संकट न उपस्थित हो जाए, जैसा कि हाल ही में पूर्वी-एशियाई अर्थव्यवस्था में हुआ था। वैश्वीकरण की प्रक्रिया ने विश्व व्यापार संगठन (WTO) को जन्म दिया है जिसे स्वतंत्र एवं निष्पक्ष आर्थिक क्रियाकलापों के लिए एक समुचित ढांचा विकसित करने का उत्तरदायित्व सौंपा गया। यद्यपि विकसित देशों ने मुक्त व्यापार का समर्थन किया है, तथापि वे सदा 'निष्पक्ष' नहीं रह सके हैं क्योंकि बहुत सारे उत्पादों पर उनके व्यापार-शुल्क की सीमाएं अपेक्षाकृत अधिक ऊंची रही हैं। उदाहरणार्थ, कुछ विकसित देशों में मुख्य खाद्य-उत्पादों पर 'व्यापार-शुल्क सीमा' शत-प्रतिशत से भी अधिक है।

कुछ भी हो, चूंकि वैश्वीकरण को प्रौद्योगिक प्रगति से जोड़ा गया है, अतः इसका होना अपरिहार्य है। *विकासशील राज्य पर्यावरण के क्षेत्र में, श्रम-स्तर एवं* देशज ज्ञान एवं उत्पादों की रक्षा की दिशा में अपने सामर्थ्य के अनुसार अधिकतम प्रयास द्वारा अधिकतम लाभ प्राप्त कर सकते हैं। उन्हें अपने एक स्वाधिकार क्षेत्र (Patent Regime) को सुदृढ़ करना होगा। किंतु इससे भी अधिक महत्त्वपूर्ण यह है कि राज्यों को, अपने घरेलू आर्थिक विकास की गति-तीव्रता द्वारा अंतर्राष्ट्रीय स्तर पर स्पर्धा करने में सक्षम होना होगा। उदाहरण के लिए, सूचना प्रौद्योगिकी के क्षेत्र में कौशल के स्थानांतरण का अर्थ होगा सूचना प्रौद्योगिकी के विशेषज्ञों का देशांतरण। इस संबंध में भारत को यह सुनिश्चित करना होगा कि उसकी लाभप्रद स्थिति बनी रहे और इसमें कोई गिरावट न आए। वैश्वीकरण राज्यों को बाध्य करता है कि वह शिक्षा, स्वास्थ्य और पर्यावरण के क्षेत्र में अधिक निवेश करके समाज के गरीब और कमजोर वर्गों को सुरक्षा प्रदान करे। निश्चय ही इससे घरेलू स्तर पर न्याय एवं स्थानीय उद्योग व उत्पादों की कुशलता सुदृढ़ होगी जो विदेशों में स्पर्धा कर सके। वास्तव में राज्यों से अधिकाधिक मांग की जाती है कि वह वैश्वीकरण की पूरी प्रक्रिया को मानवीय स्वरूप प्रदान कर सके।

अभ्यास

1. 'राज्य एक अनिवार्य संस्था है' इस कथन की पुष्टि के लिए तीन तर्क दीजिए।
2. कौटिल्य के अनुसार राज्य की भूमिका की व्याख्या कीजिए।
3. बीसवीं शताब्दी में राज्य की बदलती हुए भूमिका के कारणों पर प्रकाश डालिए।
4. अहस्तक्षेपकारी राज्य (Laissez Faire) की मुख्य विशेषताओं का उल्लेख कीजिए।
5. निम्नलिखित पर टिप्पणी लिखिए :
   (क) लोककल्याणकारी राज्य
   (ख) 'लाइसेंस परमिट राज'
   (ग) वैश्वीकरण

इकाई तीन

तुलनात्मक राजनीति

अध्याय 9

तुलनात्मक राजनीति के अध्ययन के उपागम : पारंपरिक एवं आधुनिक

राजनीति क्या है?

प्राचीन यूनान में प्रशासन की इकाई 'नगर-राज्य' था और यह 'पोलिस' नाम से जाना जाता था। राजनीति शब्द, राज्य (पोलिस) के इस अभिप्राय से उपजा। अत: राजनीति विज्ञान राज्य का अध्ययन अथवा ज्ञान है। तभी से यह नामकरण अभी भी प्रचलन में है। यद्यपि अब हम बड़े राज्यों के युग में रह रहे हैं जिनकी विस्तृत प्रादेशिक सीमाएं है, बड़ी मात्रा में जनसंख्या है।

व्यापक रूप में, राजनीति-विज्ञान, राजनीतिक सिद्धांत और राजनीतिक दर्शन, यह सब राज्य संबंधी ज्ञान और राज्य के अध्ययन से संबद्ध हैं और इनका प्रयोग प्राय: एकार्थी रूप में होता है। किंतु, यदि हम सूक्ष्म दृष्टि से देखें तो इनमें कुछ अंतर स्पष्ट हो जाता है। राजनीति का प्रयोग सामान्य रूप में हो सकता है। राजनीतिक सिद्धांत जहां राज्य से संबंधित मुद्दों के सामान्यीकरण से संबद्ध है, वहां राजनीतिक दर्शन इन मुद्दों के नैतिक तथा मीमांसक शास्त्रीय आधार के अध्ययन पर जोर देता है। पुन: राजनीतिक दर्शन जहां राज्य विषयक मामलों में 'क्या होना चाहिए', पर बल देता है, वहीं राजनीति विज्ञान राज्य के मामलों में 'क्या हो रहा है' का अध्ययन करता है। राजनीति विज्ञान आनुभविक है; और आनुभविक उपागम वैज्ञानिक है।

तुलनात्मक राजनीति

तुलनात्मक राजनीति समसामयिक राजनीतिक विज्ञान का एक महत्त्वपूर्ण घटक है। यह वैज्ञानिक एवं व्यवस्थात्मक तरीके से राजनीतिक मुद्दों के अध्ययन में सहायक है। तुलनात्मक राजनीति के अध्ययन के क्षेत्र और उपागम अंतर्राष्ट्रीय क्षेत्र में अनेक विकासों के कारण निरंतर व्यापक होते जा रहे हैं।

तुलनात्मक राजनीति अधिकांशत: राजनीतिक संस्थाओं, राजनीतिक प्रक्रियाओं, वैचारिक आधारों, विभिन्न राजनीतिक व्यवस्थाओं के नियमों एवं सामाजिक संरचनाओं के तुलनात्मक विश्लेषणों से संबंद्ध है। तुलनात्मक राजनीति एवं तुलनात्मक सरकारों के मध्य एक अंतर पाया जाता है। तुलनात्मक सरकार में राज्य व्यवस्थाओं के विभिन्न रूपों, उनकी संस्थात्मक संरचनाओं एवं कार्य तथा उनकी सांविधानिक पृष्ठभूमियों एवं सूत्रीकरणों के अध्ययनों पर विचार विमर्श किया जाता है। दूसरी तरफ तुलनात्मक राजनीति का गैर-राज्य संस्थाओं, राजनीतिक प्रक्रिया एवं व्यवहार, सामाजिक संरचना के नियमों एवं मूल्यों से अधिक संबंध है। अत: तुलनात्मक राजनीति का क्षेत्र एवं ढांचा अधिक व्यापक एवं विस्तृत हो जाता है।

अरस्तू को तुलनात्मक राजनीति का जनक तो माना जाता है, किंतु राज्यों की कानूनी संस्थाओं के ऐतिहासिक परीक्षण में उनकी अधिक रुचि थी। उनके अध्ययनों में सरकारों के राजनीतिक व्यवस्थाओं के अनौपचारिक

संगठनों जैसे– जनजातियों, समुदायों, सामाजिक वर्गों एवं हित अभिकरणों के नियमों एवं व्यवहारों तथा शासक अभिजनों के विश्वास प्रतिमानों के विश्लेषण पर बहुत ज्यादा ध्यान नहीं दिया गया।

उपागम : अभिप्राय

साधारण शब्दों में एक 'उपागम' का निरूपण किसी वस्तुविशेष के अभिप्राय तथा विशेष संदर्भ में उसकी व्याख्या से है। इसका परिप्रेक्ष्य अत्यधिक विस्तृत भी हो सकता है, जैसे, एक पूरे देश की राजनीति अथवा संकीर्ण भी हो सकता है, जैसे, क्षेत्रीय, स्थानीय, राष्ट्रीय और अंतर्राष्ट्रीय राजनीति के कुछ मुद्दे।

राजनीति के अध्ययन के कई उपागम हैं, और कभी-कभी कुछ उपागम एक-दूसरे से मिलते-जुलते भी होते हैं। व्यापक अर्थों में इनका वर्गीकरण दो श्रेणियों में हो सकता है : पारंपरिक और आधुनिक।

पारंपरिक उपागम विचारात्मक और मूल्यात्मक प्रकृति के होते हैं और इसके विपरीत आधुनिक उपागम आनुभविक तथा वैज्ञानिक हैं।

सारांशत: पारंपरिक उपागमों में सम्मिलित हैं : (i) दार्शनिक, (ii) ऐतिहासिक (iii) कानूनी या वैधिक, और (iv) संस्थागत उपागम।

आधुनिक उपागमों के अंतर्गत हैं : (i) व्यवहारवादी उपागम और (ii) व्यवस्था उपागम। व्यवस्था-उपागम के अधीनस्थ हैं : निवेश- निर्गत एवं संचरनात्मक - कार्यात्मक उपागम।

पारंपरिक उपागम

दार्शनिक उपागम अथवा दार्शनिक नैतिक उपागम

राजनीतिक अध्ययन के अंतर्गत यह सर्वाधिक प्राचीन उपागम है। दार्शनिक उपागम अपने स्वरूप में आदर्शात्मक होता है। इसका आग्रह राज्य कार्यों के प्रतिमानों पर रहा है। इस उपागम पर जोर देने वाले राजनीति शास्त्री राज्य व्यवस्थाओं की कार्यप्रणाली में उच्च नैतिक सिद्धांत एवं प्रतिमानों में विश्वास करते हैं। इस उपागम में विश्वास रखने वाले विचारकों में प्लेटो, रूसो, कान्ट, हीगल, लियो स्ट्रास, आदि के नाम उल्लेखनीय हैं।

दार्शनिक उपागम के आलोचक इसे अत्यधिक भावात्मक मानते हैं। यह हमें वास्तविकता से बहुत दूर ले जाता है और अव्यवहारिक है। यह सत्य है कि इस उपागम के समर्थक अपने सामने कुछ ऐसे आदर्श रखते हैं जो अप्राप्य हो; किंतु यह भी सत्य है कि इन लक्ष्यों को प्राप्त करने के प्रयास में आधुनिक मापदंडों में निश्चित ही सुधार होगा, चाहे वे भले ही प्राप्त न किए जा सकते हों।

ऐतिहासिक उपागम

ऐतिहासिक उपागम 19वीं सदी के अंतिम चतुर्थांश में लोकप्रिय बना। यह इस विचार पर आधारित है कि राजनीतिक संस्थाओं एवं प्रक्रियाओं की उपयुक्त समझ के लिए यह जरूरी है कि राज्य संस्थाओं की ऐतिहासिक पृष्ठभूमि की स्पष्ट जानकारी हो। इसका गुण है कि यह राज्य एवं उसकी संस्थाओं को उनके परिवर्तन की प्रक्रिया के संदर्भ में समझने का प्रयास करता है। किंतु सिद्धांतों तथा सामान्य प्रवृत्तियों की खोज में यह व्यक्तियों एवं संस्थाओं की केंद्रीय भूमिका एवं संस्थाओं की परिवर्तन की प्रक्रिया को दृष्टिलोप कर देता है।

किंतु, ऐतिहासिक उपागम के महत्त्व को झुठलाया नहीं जा सकता क्योंकि इसके अंतर्गत राजनीतिक संस्थाओं, उनकी उत्पत्ति और विकास के संबंध में जानकारी प्राप्त करने में यह उपागम महत्त्वपूर्ण भूमिका निभाता है। जी. एच. सेबाइन, मैकलेनिन, ए.जे. कार्लाइल, कैटलिन, डॅनिंग तथा अनेक विचारकों ने इस उपागम के महत्त्व को समझा और अपनाया है। ऐतिहासिक उपागम इस प्रकार प्लेटो और अरस्तू से लेकर आधुनिक काल में लासवैल, रॉल्स, नोजिक आदि महत्त्वपूर्ण विचारकों के विचारों को समझने में यथेष्ट सहायक रहा है।

कानूनी पद्धति उपागम अथवा कानूनी-न्यायिक उपागम

यह उपागम राज्य के कानूनी एवं न्यायिक पक्षों के अध्ययन पर बल देता है। यहां यह जान लेना आवश्यक है कि इस उपागम के अंतर्गत कानून और न्याय को मात्र न्याय शास्त्र से नहीं जोड़ा जाता है। राजनीतिक सिद्धांती जो इस उपागम में विश्वास रखते हैं वे राज्य को प्रभावी एवं समतापूर्ण कानूनी व्यवस्था के सरंक्षण एवं लागू करने पर बल देते हैं। अत: यह उपागम राज्य को प्रमुख रूप से एक ऐसा संगठन मानता है जो कानून के निर्माण और उसके लागू करने का साधन है।

ज़ीन बोदां और हाब्स, जिन्होंने प्रभुसत्ता की अवधारणा को प्रतिपादित किया, इस उपागम के प्रारंभिक समर्थक थे। दोनों विचारक यह मानते थे कि संप्रभु सर्वोच्च कानून निर्माता ही नहीं है, बल्कि उसका आदेश ही कानून है। बेन्थम, ऑस्टिन एवं डायसी जैसे दार्शनिकों की रचनाएं इसी श्रेणी में आती हैं।

इस उपागम की आलोचना इस आधार पर की जाती है कि कानून लोगों के जीवन के केवल एक ही पक्ष पर बल देता है। इस प्रकार यह राजनीतिक मानव के समस्त व्यवहार को प्रतिबिंबित नहीं करता।

संस्थात्मक उपागम अथवा संरचात्मक-संगठनात्मक उपागम

इस उपागम के विशेषज्ञ चाहते हैं कि तुलनात्मक राजनीति के अध्ययन क्षेत्र को औपचारिक संस्थाओं जैसे विधायिका, कार्यपालिका एवं न्यायपालिका के सांविधानिक प्रावधानों तक ही सीमित होना चाहिए। यह उपागम राजनीतिक संस्थाओं के तुलनात्मक विश्लेषण पर भी बल देता है। संस्थात्मक उपागम 20वीं सदी के प्रथम चौथाई वर्षों के दौरान लोकप्रिय रहा। इस उपागम के समर्थकों में वाल्टर बेजहॉट, जेम्स ब्राईस तथा जी. सारतोरी आदि उल्लेखनीय हैं।

इस उपागम की इस आधार पर आलोचना की जाती है कि इसका अध्ययन बहुत संकुचित है। यह उपागम राजनीतिक व्यवस्था की औपचारिक तथा अनौपचारिक संगठनों को क्रियाशील बनाने में मानव की भूमिका को दृष्टिलोप करता है। इसके अतिरिक्त यह राजनीतिक व्यवस्था के अनौपचारिक संगठनों जैसे दबाव समूहों का विश्लेषण नहीं करता और न ही यह सामाजिक संदर्भों में संस्थाओं की क्रियाप्रणाली पर ध्यान देता है। यह भी तर्क दिया जाता है कि यह उपागम अत्यधिक संस्कृतिबद्ध है क्योंकि यह मात्र यूरोप तथा अमरीका की संस्थाओं के विश्लेषण पर ही बल देता है। यह सत्य है कि इस उपागम का धीरे-धीरे अप्रत्यक्ष रूप से महत्त्व बढ़ा है और इसीलिए यह व्यवहारवादी उपागम में सन्निहित हो गया है। हम व्यवहारवादी उपागम के संबंध में अगले कुछ पृष्ठों में पढ़ेंगे। इसके अतिरिक्त यह उपागम औपचारिक नियमों और संस्थाओं की ओर हमारा ध्यान आकर्षित करता है और इसीलिए इसे महत्त्वपूर्ण उपागम भी माना जाता है।

आधुनिक उपागम

व्यवहारवादी उपागम

पारंपरिक उपागमों के अंतर्गत हम चार विभिन्न उपागमों की जानकारी प्राप्त कर चुके हैं। ये सभी सिद्धांत मूलत: नियामक ही नहीं अपितु मूल्यनिष्ठ भी हैं। आलोचकों के अनुसार मूल्यनिष्ठ उपागम मूलतः आदर्शवादी और स्वप्नवादी होते हैं। इसी कारण अव्यवहारिक हैं। विज्ञान में कारकों अथवा तथ्यों का अध्ययन होता है, मूल्यों का नहीं। आधुनिक उपागमों के समर्थक सभंवत: इसीलिए राजनीति से संबंधित मामलों का अध्ययन करने के लिए वैज्ञानिक पद्धति का प्रयोग करते हैं। वैज्ञानिक पद्धति मूलत: प्रासंगिक तथ्यों के संबंध में आनुभविक विश्लेषण पर बल देती है। वैज्ञानिक पद्धति के द्वारा पर्यवेक्षण, सांख्यकीकरण, सामान्यीकरण तथा एकीकरण का प्रयोग किया जाता है।

आधुनिक उपागम की सुस्पष्ट अभिव्यक्ति व्यवहारवाद में होती है। यह पद्धति राजनीतिक नायकों तथा संस्थाओं के बाह्य व्यवहार के प्रदर्शन में विश्वास रखती है। इस सिद्धांत का विश्वास है कि राजनीतिक नायकों तथा संस्थाओं के बाह्य व्यवहार के प्रदर्शन तथा उनके व्यवहार का वैज्ञानिक पद्धति द्वारा विश्लेषण राजनीतिक व्यवस्था के संबंध में जानकारी प्रदान करता है। यह प्रधानतया समाजशास्त्री तथा मनोवैज्ञानिक उपागमों से बहुत कुछ ग्रहण करता है। जमर्नी के प्रसिद्ध समाज-शास्त्री मैक्स वेबर के अनुसार समाजशास्त्र राजनीति का आधार है। इसी प्रकार जो मनोवैज्ञानिक उपागम में विश्वास रखते हैं वे राजनीतिक संस्थाओं और तथ्यों का अध्ययन मनोवैज्ञानिक नियमों के द्वारा करते हैं। उनका विश्वास है कि मनोवैज्ञानिक विश्लेषण के यंत्र राजनीतिक व्यवहार के अध्ययन में अत्यधिक प्रमुख रूप से सहायता करते हैं।

अमरीका में 20वीं शताब्दी के द्वितीय दशक में व्यवहारवादी क्रांति का उद्‌भव हुआ। व्यवहारवादी उपागम के प्रमुख दार्शनिकों में चार्ल्स मैरियम, हैंज़ यूलाऊ, राबर्ट डैहल, लासवेल, डेविड एस्टन तथा आमंड प्रमुख हैं।

व्यवहारीवादी उपागम के प्रमुख लक्षण निम्नलिखित हैं :

- व्यवहारवादी, अभिकर्ता और समूहों के बाह्य आचरण और राजनीतिक प्रक्रियाओं के माध्यम से राजनीति का अध्ययन करते हैं।
- वे एक नई पद्धति की वकालत करते हैं; और सर्वेक्षण संबंधी अन्वेषण पर बल देते हैं।
- उनकी पद्धति मूलतः अंतर्विषयी है।

यह कहा जा सकता है कि यह उपागम मूलतः प्राकृतिक और सामाजिक विज्ञानों से बहुत कुछ ग्रहण करता है।

यूलाऊ को उद्‌धृत करते हुए कह सकते हैं कि व्यवहारवादी उपागम की केंद्रीय मान्यता रही है- कि 'व्यक्ति आधार है।' संस्थाएं केवल संरचना प्रदान करती हैं, जिसमें राजनीतिक अभिकर्ता (जो व्यक्ति होते हैं) अपनी भूमिकाओं का निर्वाह करते हैं। राजनीतिक अभिकर्ताओं की परस्पर अंतःक्रियात्मकता ही संरचना को निर्धारित करती है। वास्तव में, व्यवहारवादी उपागम, हमें राजनीतिक प्रक्रियाओं में गहरी समझ प्रदान करता है। वह इस बात को भी बताता है कि इस राजनीतिक प्रक्रिया में सामान्य नागरिक किस प्रकार भाग लेते हैं। यह लोकमत, दबाव समूह एवं हमारे अध्ययन के चुनाव परिमाणात्मक परिणामों को समझने में हमारी सहायता करती है। किंतु, जब संस्थाओं या प्रक्रियाओं का आसानी से परिमापन नहीं किया जाता तो यह उपागम कमजोर पड़ जाता है। एक प्रकार से व्यवहारवाद और संस्थात्मक, दोनों ही उपागम दो अतिवादी विचारों का प्रतिनिधित्व करते हैं।

व्यवस्था विश्लेषण उपागम

व्यवस्था विश्लेषण व्यवहारवादी उपागम का एक महत्त्वपूर्ण पहलू है, क्योंकि व्यवहारवादियों द्वारा राज्य के स्थान पर 'राजनीतिक व्यवस्था' का अध्ययन किया जाता है। व्यवस्था की परिभाषा है 'अनेक तत्त्वों की पारस्परिक अंतःक्रिया'। राजनीतिक व्यवस्था का विश्लेषण करने वाले यह जानना चाहते है कि

- राजनीतिक व्यवस्था के कार्य कौन-से हैं,
- राजनीतिक व्यवस्था की संरचना कैसी है, तथा
- किन दशाओं में व्यवस्था कार्य करती है।

उपर्युक्त तथ्यों को जानने के लिए व्यवस्था का विश्लेषण करने वाले दो प्रकार के उपागमों का प्रयोग करते है : (i) निवेश-निगर्त विश्लेषण, और (ii) संरचनात्मक-कार्यात्मक विश्लेषण।

निवेश-निर्गत उपागम : इस उपागम को लोकप्रिय बनाने वालों में से डेविड ईस्टन का नाम उल्लेखनीय है। एक निवेश-निर्गत ढांचे का निर्माण करते समय

ईस्टन नए संचार-विज्ञानों से प्रभावित हुए। इस उपागम के अंतर्गत प्रमुख धारणा यह थी कि राजनीतिक व्यवस्था के अंतर्गत पुनर्निवेश एक यंत्र के रूप में कार्य करते हैं जो विभिन्न सकारात्मक अथवा नकारात्मक सूचनाओं को स्थानांत्रित करते हैं। पुनर्निवेश के दो निवेश महत्त्वपूर्ण हैं- 'मांग' तथा 'समर्थन'। यदि किसी व्यवस्था में मांग अत्यधिक हो और सरकार उन्हें व्यावहारिक रूप न दे सके तो व्यवस्था टूट जाती है। दूसरी और, यदि जनसाधारण नियमों का समर्थन करता है तो व्यवस्था अपने आप को केवल बचा ही नहीं लेती अपितु स्थायी भी हो जाती है। इस प्रकार ईस्टन के राजनीतिक व्यवस्था की कार्यपद्धति का विश्लेषण गतिशील है, जबकि आमंड की व्यवस्था विश्लेषण स्थिर है।

संरचनात्मक- कार्यात्मक उपागम : संरचनात्मक उपागम की असफलता ने इस उपागम को उजागर किया। जैसा कि हम पहले देख चुके है कि संस्थागत उपागम के अंतर्गत तुलनात्मक राजनीति के आधीन अनेक संस्थाओं, जैसे विधायिका, कार्यपालिका और न्यायपालिका का मुख्य रूप से अध्ययन किया जाता है। संस्थाओं का विवरण देने वाले विचारक यह मानते हैं कि ये संस्थाएं निश्चित सीमाओं में लगभग स्थायी होती हैं, किंतु संरचनात्मक- कार्यात्मक उपागम, विभिन्न स्थितियों का वर्णन करते हुए विशेषतया विकासशील राष्ट्रों के संदर्भ में जहां लगातार परिवर्तन की प्रक्रिया चलती रहती है, इसे उचित नहीं मानते। जैसा कि देखने में आया है कि विकासशील देशों में संस्थाओं का व्यवस्थापन अस्थिर है; अतः इस उपागम के अनुसार राजनीतिक व्यवस्था के लिए कुछ ऐसे राजनीतिक कार्यों की पहचान करना आवश्यक है जिसे किसी भी राजनीतिक व्यवस्था को अपनेआप को स्थायी बनाने के लिए क्रियान्वयन करना जरूरी है। यह संस्थाओं के अस्तित्व और प्रवीणता के औचित्य का राजनीति व्यवस्था परिप्रेक्ष्य में परीक्षण करता है। इस उपागम के आमंड एवं पावेल अग्रणी प्रतिपादक है। जिन्होंने तीन कार्यों, जैसे राजनीतिक भर्ती, राजनीतिक सामाजीकरण एवं राजनीतिक संचार पर जोर दिया है। इन कार्यों का संबंध व्यवस्था के रखरखाव से है। साथ ही उनका कार्यों के बारे में यह भी मानना रहा है कि वे मांगों को नीति-निर्माण एवं नीति-क्रियान्वयन में परिवर्तित कर देते हैं। इनके अनुसार मांगों को सत्तात्मक निर्णयों एवं नीतियों में परिवर्तित होना चाहिए।

कार्यात्मक उपागम-तुलनात्मक राजनीति के अवधारणात्मक आधार को व्यापक करने का एक महत्त्वपूर्ण प्रयास है। यह तुलनात्मक राजनीति को संस्कृति मुक्त उपागम प्रदान करता है और उन कारकों के संदर्भ में राजनीति को समझने का प्रयास करता है जो कि स्थायित्व एवं कार्यदक्षता प्रदान करते हैं किंतु इस उपागम की यह आलोचना की गई है कि यह बहुत ही रुढ़िवादी है। यह तर्क दिया जाता है कि विशेषकर विकासशील देशों के संदर्भ में यह उपागम राजनीतिक जीवन में संघर्ष एव परिवर्तन के तथ्य की उपेक्षा करता है। इन देशों में जहां कि अत्यधिक गरीबी रही है, स्वाभाविक रूप से लोगों की ज्यादा रुचि स्थायित्व की अपेक्षा परिवर्तन की प्रक्रिया में होती है। इसको कार्यात्मकवादी ढांचे में आसानी से समायोजित नहीं किया जा सकता।

मार्क्सवादी उपागम

यहां यह उल्लेखनीय है कि हम एक अन्य उपागम मार्क्सवादी उपागम के बारे में भी जानकारी प्राप्त करें जो पारस्परिक और आधुनिक उपागमों से सर्वथा भिन्न है। मार्क्सवाद मुख्यतः वर्ग संघर्ष के संदर्भ में राजनीति की व्यवस्थाओं एवं प्रक्रियाओं के परीक्षण के लिए सशक्त ऐतिहासिक ढांचा प्रदान करता है। मार्क्स ने अपनी विचारधारा के अंतर्गत द्वंद्वात्मक भौतिकवाद तथा ऐतिहासिक भौतिकवाद के सिद्धांतों का प्रयोग

किया है, ताकि अपनी संकल्पना के औचित्य को न्यायसंगत सिद्ध कर सके। इस संदर्भ में उसका मानना है कि प्रत्येक समाज में दो वर्ग होते हैं एक वे जिनका उत्पादन के साधनों पर स्वामित्व होता है (अमीर वर्ग) और दूसरे वे जो शारीरिक श्रम के माध्यम से अपना जीवनयापन करते हैं (गरीब वर्ग)। इन दोनों वर्गों में परस्पर संघर्ष चलता रहता है। यह तब तक चलता रहेगा जब तक वर्ग-विहीन एवं राज्य-विहीन समाज की स्थापना नहीं हो जाती। (हम मार्क्सवाद के बारे में और अधिक विस्तार से पुस्तक के अंतिम भाग में जानकारी प्राप्त करेंगे।)

मार्क्सवादी उपागम 'व्यवहारवादी उपागम' से भिन्न है क्योंकि जहां व्यवहारवादी उपागम आधुनिक व्यवस्था (मूलत: पाश्चात्य) का संरक्षण करता है और उसका प्रयास रहता है कि यथास्थिति बनी रहनी चाहिए क्योंकि यह व्यवस्था अच्छी है; इसके विपरीत मार्क्सवादी उपागम आधुनिक व्यवस्था को पूर्णतय: नकारते हुए उसे अन्यायसंगत मानता है और उसे परिवर्तित करने का समर्थन करता है।

पारंपरिक और आधुनिक उपागमों के संक्षिप्त अध्ययन के पश्चात यह कहा जा सकता है कि कई बार दोनों उपागमों के कुछ तत्त्वों में एक-दूसरे पर छाने की प्रवृति दिखाई देती है। उदाहरणतय:, प्राचीन काल में अरस्तू के राजनीति दर्शन में अनुभववाद के गुणों की झलक है। इसी प्रकार आधुनिक युग के विचारक डेविड ईस्टन की विचारधारा में सापेक्षिक मूल्यों की जड़े दिखलाई देती है। इसका अभिप्राय है कि विभिन्न अध्ययनों के अंतर्गत राजनीति का अध्ययन अनेक प्रकार से अंतर्संबंधित है।

कुछ क्षेत्रों में तो राजनीतिक संस्थाओं और उनके कार्यों का अध्ययन, नीति-विश्लेषण पद्धति से किया जाता है, परंतु नीति-विश्लेषण का आधार राज्य के मौलिक तत्त्वों/मूल्यों पर आधारित होता है। तथापि, प्रत्येक उपागम के अपने-अपने समर्थन बिंदु होते हैं। आधुनिक काल में राजनीतिक वैज्ञानिक प्रभावकारी ढंग से उनका उपयोग करता है। वह संस्थाओं और प्रक्रियाओं, सामूहिक निर्णयों तथा शक्ति संबंधों को सामाजिक परिप्रेक्ष्य तथा उनकी ऐतिहासिक पृष्ठभूमि में समझने की चेष्टा करता है। वास्तव में तुलनात्मक राजनीति का क्षेत्र इतना विस्तृत और व्यापक हो गया है कि यह राजनीतिक प्रणाली के विभिन्न पक्षों, जो औपचारिक व अनौपचारिक, गुणात्मक व संख्यात्मक हो सकते हैं, के अध्ययन का प्रयास करता है।

अभ्यास

1. तुलनात्मक राजनीति से आप क्या समझते है?
2. 'तुलनात्मक सरकार' के संबंध में किन्हीं दो पारंपरिक उपागमों के नाम लिखें।
3. तुलनात्मक राजनीति के अध्ययन के आधुनिक उपागमों का वर्णन करें।
4. संक्षिप्त टिप्पणी लिखें :
   (क) दार्शनिक उपागम
   (ख) व्यवहारवादी उपागम
   (ग) मार्क्सवादी उपागम

अध्याय 10

राजनीतिक सामाजीकरण, राजनीतिक सहभागिता तथा राजनीतिक विकास

राजनीतिक सामाजीकरण

राजनीतिक व्यवस्था का विश्लेषण करते समय कोई भी यह जानने को उत्सुक हो सकता है कि किस *प्रकार राजनीतिक संस्कृति विकसित होती है और यह* क्या है? लोगों में विशेष प्रकार की आस्थाएं एवं अभिमुखताएं किस प्रकार विकसित होती हैं? ये आस्थाएं एवं मनोवृत्तियां एक पीढ़ी से दूसरी पीढ़ी तक किस प्रकार हस्तांतरित की जाती हैं? जिस प्रक्रिया के द्वारा मनोवृत्तियां, मान्यताएं एवं अभिमुखताएं एक पीढ़ी से दूसरी पीढ़ी तक हस्तांतरित होती है, उसे राजनीतिक सामाजीकरण कहा जाता है। यह 'राजनीति के बारे में लोग क्या, कब एवं कैसे जानते है,' का अध्ययन है। अंतरपीढ़ीय निरंतरता राजनीतिक संस्कृति का सार है। नए विचारों एवं मान्यताओं को स्वीकार करने की लोगों की तत्परता यथोचित व्यवहार का मामला है। प्रचलित राजनीतिक संस्कृति को अधिगम करने की यथोचित प्रक्रिया को राजनीतिक सामाजीकरण के नाम से जाना जाता है। प्रत्येक सरल अधिगम सामाजीकरण का हिस्सा नहीं होता। सामाजिक प्रासंगिकता रखने वाला अधिगम ही सामाजीकरण की प्रक्रिया का हिस्सा होता है। सामान्य अंतर्क्रियाओं के माध्यम से ही व्यक्ति कुछ सामाजिक दायित्वों को ग्रहण करता है। राजनीतिक सामाजीकरण की प्रक्रिया के लिए यह आवश्यक नहीं कि वह सचेत प्रक्रिया ही हो। राजनीतिक सामाजीकरण व्यक्ति के जीवनपर्यंत जारी रहता है। विभिन्न कारक जैसे, अंतर्राष्ट्रीय परिवर्धन, आंतरिक रूपांतरण, ऐतिहासिक घटनाएं एवं सामाजिक उत्तेजक परिस्थितियां राजनीतिक सामाजीकरण की प्रक्रिया को आकार प्रदान करते हैं।

राजनीतिक संस्कृति एवं राजनीतिक सामाजीकरण परस्पर संबंधित होते हैं। राजनीतिक सामाजीकरण वह प्रक्रिया है जिसके द्वारा राजनीतिक संस्कृतियां बनती हैं, संरक्षित रहती हैं एवं परिवर्तित होती है। इस प्रक्रिया द्वारा लोग अपनी अभिमुखताएं विकसित करते हैं। जब सर्वाधिकारवादी राजनीतिक अभिजन (Totalitarian Political Elites) इतिहास के लेखा-जोखों को संशोधित करने का प्रयास करते हैं तो वे राजनीतिक सामाजीकरण के उद्भव की प्रक्रिया को स्वरूपित एवं नियंत्रित करने का ही सामान्य प्रयास करते हैं। *अतः राजनीतिक सामाजीकरण की प्रक्रिया* का अध्ययन करना अति महत्त्वपूर्ण है, ताकि राजनीतिक स्थिरता एवं राजनीतिक व्यवस्था के विकास को समझा जा सके।

राजनीतिक संस्कृति के प्रति व्यक्ति की मनोवृत्तियां उसके संपूर्ण जीवन काल में बदलती रहती हैं। यह एक सतत प्रक्रिया है। बहुत सारी घटनाएं व्यक्ति के जीवनकाल में उसके स्वयं की अभिमुखताओं को स्वरूपित एवं निर्देशित करती हैं।

प्राय: राजनीतिक सामाजीकरण की प्रक्रिया या तो प्रत्यक्ष या अप्रत्यक्ष रूप में परिलक्षित होती है। प्रत्यक्ष परिलक्षण की प्रक्रिया, राजनीतिक उद्देश्यों एवं संस्थाओं के बारे में सूचना, मूल्यों या भावनाओं के स्पष्ट संचार में निहित होती है। विद्यालयों में नागरिकशास्त्र के पाठ्यक्रम का शिक्षण एक प्रत्यक्ष राजनीतिक सामाजीकरण का उदाहरण है। अप्रत्यक्ष राजनीतिक सामाजीकरण की प्रक्रिया राजनीतिक व्यवस्था में संस्थाओं के प्रति गैर-राजनीतिक मनोवृत्तियों के रूपांतरण में निहित होती है, इसमें राजनीतिक व्यवस्था में सारगर्भित संस्कृति के मौलिक पक्ष सन्निहित होते हैं। सामान्य रूप से राजनीतिक व्यवस्था की सांस्कृतिक संरचना के प्रति धारणाएं एवं अभिमुखताएं व्यवस्थात्मक अंतक्रियाओं में समायोजनता या आक्रामकता की मनोवृत्ति, बच्चे को प्रभावित कर सकती है।

जब व्यक्ति अपने मित्रों, परिवार, चर्च, शिक्षकों या कुछ अन्य अभिकरणों को प्रभावित करने का प्रयास करता है, तो वह विचारधारा या सरकार की कार्यप्रणाली या नीतियों के बारे में भी प्रत्यक्ष रूप से ज्ञान प्राप्त करता है। इस प्रक्रिया को ही प्रत्यक्ष या प्रकट राजनीतिक सामाजीकरण कहा जाता है। दूसरी तरफ, अगर व्यक्ति प्रारंभिक अवस्था में ही सत्ताओं के प्रति मानव अभिवृत्तियों को विकसित करता है जो कालांतर में चलकर राजनीति अभिमुखता एवं प्रेरणा में परिवर्तित होती है; तो यही प्रक्रिया अप्रकट या अप्रत्यक्ष अनुकरणीयता, प्रत्याशित व्यवहार, राजनीतिक शिक्षा या राजनीतिक सहभागिता द्वारा अभिव्यक्त होती है। राजनीतिक सामाजीकरण की अप्रकट या अप्रत्यक्ष प्रक्रिया अंतर वैयक्तिक अन्योन्य क्रियाओं के द्वारा अभिव्यक्त होती हैं। जिसका तात्पर्य व्यक्तियों के निजी प्रभाव द्वारा मूल्यों, अभिवृत्तियों या विचारों की पारगम्यता से है।

राजनीतिक सामाजीकरण को प्रत्यक्ष राजनीतिक प्रशिक्षण एवं शिक्षा के द्वारा ग्रहण किया जा सकता है। इस प्रक्रिया में प्रदाता संस्था या संगठन के द्वारा पहल की जाती है। सामाजीकृत व्यक्तियों के साथ पहल नहीं की जा सकती। अधिकांश संगठन व संस्थाएं अपनी विचारधारा या अभिमुखताओं को प्रदान करने के लिए अपने औपचारिक एवं अनौपचारिक चैनल रखते हैं। राजनीतिक दलों की वार्षिक राजनीतिक बैठकें, ग्रेट ब्रिटेन में नागरिक पाठ्यक्रमों पर दिया जाने वाला जोर, गुएना के राजनीतिक अखाड़े, पूर्वी अफ्रीका में मसाइयों में होने वाला पहल समारोह तथा जनस्थानों पर प्रचार रैलियां, जैसी तकनीकें प्रत्यक्ष राजनीतिक सामाजीकरण के कुछ स्पष्ट उदाहरण हैं। प्रत्यक्ष राजनीतिक सामाजीकरण, राजनीतिक प्रक्रिया, राजनीतिक अभिजनों, संरचनाओं एवं घटनाओं के साथ व्यक्ति के निजी अनुभव के द्वारा अस्तित्व में आता है। अप्रत्यक्ष राजनीतिक सामाजीकरण अधिकांशत: अंतर्वैयक्तिक स्थानांतरण के द्वारा अस्तित्व में आता है। उदाहरण के लिए जो बच्चा परिवार के सर्वाधिकारवादी वातावरण में जन्म लेता है, अधिकांशत: सत्ता के सम्मुख आज्ञाकारिता की मनोवृत्ति को सीखता है।

राजनीतिक सामाजीकरण के कारक

राजनीतिक सामाजीकरण विभिन्न संस्थाओं एवं परिस्थितियों की सहायता से ग्रहण होता है। ये हैं : परिवार, समकक्षी समूह, शैक्षणिक संस्थाएं, गौण समूह; जैसे- कार्यस्थल, जनसंचार एवं सरकार तथा दलीय मशीनरी।

परिवार : परिवार राजनीतिक सामाजीकरण की प्रक्रिया का मूल कारक है। केवल परिवार के द्वारा ही व्यक्ति की राजनीतिक प्रवृत्ति तय एवं विकसित होती है। एक पीढ़ी से दूसरी पीढ़ी में मूल्यों के रूपांतरण में परिवार सहायता प्रदान करता है। जब बच्चा परिवार से अपनी भौतिक एवं भावनात्मक सहायताएं प्राप्त

करता है तो यह स्वाभाविक है कि बच्चा परिवार के सदस्यों की राजनीतिक मान्यताओं एवं मनोवृत्तियों के द्वारा व्यापक रूप से प्रभावित होगा। माता-पिता अपने बच्चों के मुख्य भूमिका प्रारूपक होते हैं।

यह ध्यान रखने योग्य है कि इस स्तर पर राजनीतिक सामाजीकरण अपने स्वरूप में अधिकांशत: रूढ़िवादी होता है। बच्चा इससे अधिक प्रभावित होता है कि परिवार के परंपरागत विचार एवं व्यवहार बने रहें एवं उनकी निरंतरता रहे। हालांकि बच्चों की कुछ मुख्य विशेषताओं विशेषकर सत्ता के प्रति उनकी मनोवृत्ति, नीति-निर्मात्री संस्थाओं के प्रति आज्ञाकारिता एवं राजनीतिक विचारधाराओं, दलों को स्वरूपित करने में परिवार की व्यापक भूमिका होती है, जिनमें आगे चलकर परिवर्तन भी आ सकते हैं। जब बच्चा बड़ा होकर प्रौढ़ अवस्था में आता है तब समाज एवं राजनीतिक प्रक्रियाओं के प्रति उसकी मनोवृत्ति राजनीतिक सामाजीकरण के अन्य अभिकर्ताओं के प्रभाव के कारण व्यापक रूप से बदल जाती हैं।

अभिजात तथा समकक्षी समूह : जहां पारिवारिक संबंध पदक्रम युक्त होता है, वही विकसित होते हुए बालक एवं समकक्षी समूह के सदस्यों के मध्य के संबंध अपने स्वरूप में पदक्रमरहित होते हैं। यही कारण है कि समकक्षी समूह राजनीतिक सामाजीकरण की प्रक्रिया में महत्त्वपूर्ण भूमिका निभाते हैं। समकक्षी समूह बचपन के खेल समूह, मित्र संगठनों, कार्यसमूहों एवं ऐसे ही अन्य समूहों से बनते हैं। इस अवस्था में राजनीतिक सामाजीकरण नए आयामों को ग्रहण करता है। समकक्षी समूह, व्यक्तियों को उद्भव होते राजनीतिक वातावरण का सामना करने एवं जरूरी हो तो विशिष्ट राजनीतिक भूमिकाओं के लिए तैयार करते हैं। समकक्षी समूह व्यक्तियों एवं समकक्षी समूहों के सदस्यों के मध्य आत्मीय भाव को विकसित करने में सहायता करते हैं। अत: इन्हें राजनीतिक सामाजीकरण के महत्त्वपूर्ण अभिकर्त्ता के रूप में स्वीकार किया जाता है। परिवार की तुलना में राजनीतिक सामाजीकरण के अभिकर्ताओं के रूप में इन समकक्षी समूहों की भूमिका विभिन्न राजनीतिक व्यवस्थाओं में अलग-अलग होती हैं। फ्रांस, बेल्जियम तथा जर्मनी जैसे देशों में परिवारों का किशोरवय बच्चों पर ज्यादा समय तक नियंत्रण रहा है जबकि ब्रिटेन तथा संयुक्त राज्य अमेरिका में परिवारों का अपने बच्चों पर कम नियंत्रण रहता है।

शैक्षिक संस्थाएं : विद्यालय, महाविद्यालय एवं विश्वविद्यालय जैसी शैक्षणिक संस्थाएं राजनीतिक सामाजीकरण के अन्य महत्त्वपूर्ण अभिकर्ता हैं। ये संस्थाएं राजनीतिक सामाजीकरण की प्रक्रिया में प्रत्यक्ष एवं अप्रत्यक्ष दोनों ही तरह से सहभागी होती हैं। प्रत्यक्ष राजनीतिक सामाजीकरण, पाठ्यक्रम द्वारा भूमिका निर्वाह करता है। विद्यार्थियों को राष्ट्रीय आंदोलनों एवं राष्ट्रीय परंपराओं तथा कई बार विशिष्ट विचारधाराओं के बारे में जानकारी दी जाती है। विद्यालय एवं विश्वविद्यालय के अनुभव अप्रकट राजनीतिक सामाजीकरण की प्रक्रिया में सहायता करते हैं। इस अवस्था में सहभागिता की रीतियों, मनोवृत्तियों एवं मूल्यों के स्वरूपण में सहायता प्रदान की जाती है। 1968 में फ्रांस का विद्यार्थी आंदोलन, वियतनाम युद्ध के प्रति अमेरिकी विद्यार्थी विरोध तथा 1960 के दशक के अंत में भारतीय विश्वविद्यालयों में नक्सलवादी आंदोलन की छाया राजनीतिक सामाजीकरण के कुछ उदाहरण हैं।

गौण समूह : गौण समूह समाज में राजनीतिक भूमिका के लिए प्रशिक्षण प्रदान करते हैं। विकसित राजनीतिक व्यवस्था और गौण समूह तीन प्रकार के होते हैं। प्रथम, वे गौण समूह जिनका संबंध विशिष्ट राजनीतिक अभिप्रेरणाओं से होता है, जैसे राजनीतिक दल एवं राजनीतिक युवा संगठन। ये समूह राजनीतिक विचारधारा में प्रशिक्षण और राजनीतिक क्रियाओं को गत्यात्मकता

प्रदान करते हैं, तथा राजनीतिक नेताओं की भर्ती करते हैं। द्वितीय प्रकार के वे गौण समूह होते हैं जो गैर-राजनीतिक उद्देश्यों के लिए बनाए जाते हैं। हालांकि ये समूह अपने विशिष्ट कार्यकलापों के साथ राजनीतिक शिक्षण का कार्य भी करते हैं। इस संदर्भ में विभिन्न श्रम संगठन उल्लेखनीय हैं। हालांकि एक श्रम संगठन मूलतः सामूहिक सौदेबाजी एवं अपने सदस्यों के कल्याण से जुड़ा होता है किंतु यह अपने सदस्यों को राजनीतिक शिक्षा और प्रशिक्षण भी प्रदान करते हैं। तीसरे प्रकार के गौण समूह न तो अपने सदस्यों को राजनीतिक शिक्षा देते है और न ही उनकी कोई राजनीतिक पहचान होती है। उनकी गतिविधियों में केवल सहभागिता ही राजनीतिक अभिमुखताएं प्रदान करती है, यह अप्रत्यक्ष राजनीतिक सामाजीकरण का एक स्पष्ट उदाहरण है। इस संदर्भ में क्लब, खेल-कूद एवं सांस्कृतिक संघ ऐसी संस्थाएं हैं जिन्हें गौण समूहों की श्रेणी में रखा जा सकता है।

जनसंचार : संचार एवं सूचना तकनीक ने राजनीतिक सामाजीकरण के अभिकर्ता के रूप में जनसंचार की भूमिका को अत्यधिक महत्त्वपूर्ण बना दिया है। जनसंचार जैसे रेडियो, टेलीविजन, अखबारों एवं पत्रिकाओं की भूमिका राजनीतिक व्यवस्थाओं की सामाजिक एवं राजनीतिक संरचनाओं के साथ भिन्न-भिन्न रूप में होती है। जनसंचार मूल्यों एवं विचारों की पारगम्यता में सहायक होता है जो प्रचलित संस्थापनाओं की निरंतरता में सहायता करते हैं। विकासशील देशों में जनसंचार का अधिकांशतः प्रयोग शासन अभिजन जनसामान्य को अपनी ओर आकर्षित करने के लिए करता है।

सरकार एवं राजनीतिक दल : राजनीतिक दलों के सदस्यों तथा सरकारी सेवावर्गी लोगों के साथ व्यक्ति की निरंतर अंतर्क्रिया एवं कई बार सरकारी संगठनों के साथ उसका प्रत्यक्ष संबंध राजनीतिक मुद्दों एवं नीतियों के प्रति उसकी अभिमुखता एवं मनोवृत्तियों, जो उसने प्रारंभिक वर्षों में प्राप्त की है, को सुदृढ़ बनाने में सहायता करती है। कई बार सरकार राजनीतिक सामाजीकरण की प्रक्रिया में सीधे सहायता करती है। राजनीतिक दलों के द्वारा लोग समाज की राजनीतिक प्रक्रिया में सीधे शामिल होते हैं। राजनीतिक दलों के माध्यम से लोग राजनीतिक दृष्टि से समाजीकृत होते हैं एवं सिद्धांत बोध करते हैं। नागरिक समाज में केवल राजनीतिक दलों द्वारा ही क्रांतिकारी सामाजिक एवं राजनीतिक परिवर्तन लाया जा सकता है।

निष्कर्ष में यह कहा जा सकता है कि एक राजनीतिक व्यवस्था की स्थिरता राजनीतिक सामाजीकरण के अभिकरणों के साथ गहन रूप से जुड़ी होती है। चूंकि राजनीतिक सामाजीकरण की प्रक्रिया एक निरंतर प्रक्रिया है, अतः राजनीतिक सामाजीकरण के अभिकर्ताओं में असंगतता का होना स्वभाविक ही है।

राजनीतिक सहभागिता

राजनीति सहभागिता प्रत्येक राजनीतिक व्यवस्था के मूल्यांकन एवं विश्लेषण के लिए केंद्रीय महत्त्व का विषय है। राजनीतिक व्यवस्था का चाहे कोई भी प्रारूप हो राजनीतिक सत्ताएं हमेशा शासन संचालन की प्रक्रिया में जनसामान्य की राजनीतिक भागीदारी को सुनिश्चित करने के लिए हमेशा प्रयासरत रही हैं। यहां तक कि आधुनिक गैर-लोकतांत्रिक राजनीतिक व्यवस्थाओं में भी जनसाधारण की राजनीतिक सहभागिता के विचार पर सर्वाधिकारवादी शासक भी हमेशा जोर देते हैं। शासन संचालन की लोकतांत्रिक व्यवस्थाओं में राजनीतिक सहभागिता के विचार पर अधिक महत्त्व दिया जाता है। राजनीतिक सहभागिता की इस प्रक्रिया द्वारा सत्ताओं एवं लोगों के मध्य एक सन्निकटता विकसित होती है।

राजनीतिक सहभागिता के अध्ययन का अभिप्राय जनसाधारण का यथार्थता नीतिनिर्माण प्रक्रिया में सम्मिलित होने से है न कि सम्मिलित होने की लोकप्रिय मनोवृत्ति मात्र से है। यह लोक नीतियों के निर्माण व क्रियान्वयन को प्रभावित करने के लिए समूहों या लोगों के द्वारा किए जाने वाले समस्त राजनीतिक गतिविधियों का अध्ययन करता है। यह उन लोगों के राजनीतिक सहभागिता के स्तर से संबध है जो अधिकांशतः सहभागिता में सम्मिलित होते हैं।

उदार लोकतांत्रिक व्यवस्थाओं में सहभागिता के विभिन्न रूपों का होना एक महत्वपूर्ण विशेषता है। चुनाव में मतदान केवल एक ऐसी प्रक्रिया है, जिसमें अधिकांश जनता सहभागी के रूप में कार्य करती है। सहभागिता के अन्य प्रकार भी हैं; जैसे हित समूह, चुनाव प्रचार, राजनीतिक दल एवं सरकारी गतिविधियां; किंतु इनमें वास्तव में कम लोग ही सहभागी हो पाते हैं। यह एक रुचिकर बात है कि सहभागिता की प्रक्रिया एक समाज से दूसरे समाज में भिन्न होती है। कुछ समाजों में यह ऐसी राजनीतिक गतिविधियों का रूप भी धारण कर लेती है, जैसे राजनीतिक प्रतिरोध जिसमें इसके गैर-कानूनी एवं हिंसक रूप भी सम्मिलित हैं। वास्तव में बहिष्कार एवं हड़ताल व्यवस्थाओं को प्रभावित करने के कुछ शक्तिशाली तरीकों के रूप में उभरी है। हालांकि अधिकांश देशों में हिंसा एवं सार्वजनिक संपत्ति को क्षति पहुंचाने की आलोचना की जाती है तथा इन गतिविधियों को गैर-कानूनी करार दिया जाता है क्योंकि इन गतिविधियों से संरचनात्मक आधारों पर टिकी राजनीतिक व्यवस्था का ढांचा चरमरा सकता है। यही कारण है कि आतंकवादी हिंसा की विश्वव्यापी निंदा की जाती है।

कुछ राजनीतिक वैज्ञानिकों ने राजनीतिक सहभागिता की चर्चा करते हुए 'श्रेणीबद्ध राजनीतिक संलग्नता' की अवधारणा पर बल दिया है - जैसे 'दर्शकों के क्रियाकलाप' (Spectator activities) और 'पूर्णतः सक्रीय क्रियाकलाप' (Gladiatorial activities)। दर्शकों के क्रियाकलाप उनके द्वारा मतदान किए जाने तक सीमित हैं। पूर्णतः सक्रिय क्रियाकलापों में सम्मिलित गतिविधियां राजनीतिक कोषों में अनुदान के लिए अनुनय विनय तथा सरकारी एवं दलीय पदों पर आसीन होने तक होती है। जबकि 'दर्शकों के क्रियाकलाप' केवल मतदान तक सीमित रहते हैं। किंतु जनसंख्या को पूर्णतः इन दो पृथक भागों में नहीं बांटा जा सकता। लोग विभिन्न तरीकों के द्वारा सहभागी बनते है। इनमें विरोध के लिए मतदान तथा जनप्रदर्शन जैसे परंपरागत साधनों का भी प्रयोग किया जाता है। वास्तव में, पश्चिमी यूरोप एवं स्केन्डेनेवियन देशों के हाल के अध्ययनों से यह ज्ञात होता है कि लोकतांत्रिक अभिव्यक्ति एवं राजनीतिक गतिविधि के परंपरागत रूपों का धीरे-धीरे ह्रास होता जा रहा है। लोग राजनीतिज्ञों एवं राजनीतिक व्यवस्थाओं के अत्यधिक आलोचक हो गए हैं; तथा संभवतः इसीलिए वे निजी उद्देश्यों एवं लक्ष्यों की पूर्ति हेतु राजनीतिक क्रिया के गैर-संस्थात्मक रूपों में अधिक रुचि लेने लगे है।

सूचना एवं संचार तकनीक में हुए नए विकासों ने भी सहभागिता की प्रवृत्ति को रूपांतरित कर दिया है। यही नहीं, कंप्यूटर युक्त सुविधाओं ने स्थानीय एवं राष्ट्रीय, दोनों स्तरों पर नागरिकों की राजनीतिक सहभागिता के नए रूपों को जन्म दिया है। आजकल लोग इलेक्ट्रॉनिक मशीनों के द्वारा मत डालते हैं जिसके फलस्वरूप कंप्यूटर तकनीक ने तीव्रता के साथ सरकार तक अपने मत या राय पहुंचाने में नागरिकों को सक्षम कर दिया है।

इस संबंध में प्रश्न यह उठता है कि हम सहभागिता के विभिन्न स्तरों को किस प्रकार से स्पष्ट करें। जनसाधारण में कुछ लोग अन्य लोगों की अपेक्षा ज्यादा

सहभागी क्यों होते हैं? सहभागिता के अंतर को प्राय: आर्थिक एवं राजनीतिक स्रोतों तथा सहभागियों की रुचि के संदर्भ में स्पष्ट कर दिया जाता है। आर्थिक संसाधनों में संपत्ति को सम्मिलित किया जाता है जबकि राजनीतिक संसाधनों में शिक्षा एवं सूचना तक पहुंच जैसे कारकों को सम्मिलित किया जाता है। इन संसाधनों द्वारा व्यक्तियों में उन क्षमताओं को पैदा किया जाता है जिनका संबंध उनके अपने विचारों एवं रुचियों को अभिव्यक्त एवं विकसित करने से होता है, ताकि सत्ताधारियों तक उनकी आवाज पहुंच सके। वास्तव में जनसंख्या के इस भाग की सापेक्ष रूप से वंचित वर्ग की अपेक्षा राजनीतिक प्रक्रियाओं में अधिक भागीदारी होती है। व्यवस्था में ये लोग ज्यादा निहित हित प्राप्त करते हैं क्योंकि उनकी शिक्षा एवं स्रोत उनके हितों को प्राप्त करने में ज्यादा सशक्तता से सहायता कर सकते हैं। यही कारण है कि सामान्यत: यह माना जाता है कि लोकतंत्र मध्यम वर्ग या उच्च मध्यम वर्ग से संबंधित होता है। इसका एक कारण यह भी है कि राजनीतिक सहभागिता ने प्रचलित असमानताओं को अधिक सुदृढ़ करने का प्रयास किया है।

सहभागिता के प्रतिमान हम सभी को मौलिक रूप से प्रभावित करते हैं। मध्यम एवं उच्च वर्ग की सहभागिता इसलिए होती है, क्योंकि व्यवस्थाओं में उनका दाव लगा होता है। निम्न वर्ग को व्यापक आर्थिक सुविधाओं के नाम पर या अधिक स्पष्ट शब्दों में कहें तो रोटी, कपड़े और मकान के नाम पर या इंदिरा गांधी के 'गरीबी हटाओ' जैसे नारों के नाम पर राजनीतिक सहभागिता के लिए तैयार किया जाता है। किंतु उदार लोकतंत्र की अंतत: सफलता व्यवस्था में प्रत्येक व्यक्ति की भागीदारी पर निर्भर करती है। जब लोक संसाधनों को मध्यम एवं उच्च वर्ग, निजी उपयोग के लिए प्रयोग करते हैं तो ऐसी व्यवस्था में प्रचलित आर्थिक असमानताएं और ज्यादा व्यापक होती हैं, तथा वहां राजनीतिक व्यवस्था के प्रति सामान्य नागरिकों की प्रतिबद्धता का स्तर कम अवश्य ही होता है। अमेरिका जैसे विकसित देशों की राजनीतिक संस्कृति हमारे यहां की राजनीतिक संस्कृति से इसी विशेषता के कारण भिन्न है। हम अभी तक सहभागिता की वह प्रक्रिया विकसित करने में सक्षम नहीं हो सके है, जिसमें प्रत्येक नागरिक यह महसूस करे कि व्यवस्था में बने रहना एवं उसकी निरंतरता में उसका अपना ही हित है।

सर्वाधिकारवादी राज्यों में भी सहभागिता पाई जाती है, किंतु इसका स्वरूप उदार लोकतंत्रों से भिन्न होता है। चीन जैसे राज्यों में इसका प्रयोग सरकार को पदयुक्त करना नहीं, अपितु उसे समर्थन की अभिव्यक्ति के रूप में किया जाता है। इस प्रकार की व्यवस्था में सहभागिता इस तरह से कार्य करती है कि मतदान के समर्थन द्वारा व्यापक जनसमूह संगठित किया जाता है। हालांकि शक्तियां केंद्रीय समितियों में ही निहित होती है, किंतु व्यवहार में नागरिकों को सभी स्थानीय सत्ताओं में सहभागिता की अनुमति प्रदान की जाती हैं। वास्तव में उन मामलों में श्रमिकों की निश्चित भागीदारी होती है, जो प्रत्यक्षत: उन्हें प्रभावित करती हैं। इसीलिए ऐसे कुछ देश सहकारी आंदोलनों को विकसित करने में सफल रहे हैं। यहां तक कि दलीय स्तर के सहभागियों में भी एक ओर कृषक एवं श्रमिक वर्ग है तो दूसरी ओर नौकरशाही एवं प्रबंधकीय वर्ग। चीन में विशेषकर प्रारंभिक पुरानी पीढ़ी ने अधिक शिक्षित एवं तकनीकी दृष्टि से प्रशिक्षित नेतृत्व वाली नई पीढ़ी को मौका प्रदान किया है। इसका परिणाम यह हुआ कि उदार लोकतंत्रों की भांति यहां भी सहभागिता के क्षेत्र को व्यक्ति की शिक्षा एवं स्रोतों के साथ जोड़ा जाता है।

राजनीतिक विकास

राजनीतिक विकास शब्द राजनीति विज्ञान के शब्द कोश में 1950 के दशक में सम्मिलित हुआ। विदेशी प्रभुत्व से तृतीय विश्व के बहुत सारे देशों के उद्भव होने के साथ ही राजनीतिक वैज्ञानिकों में विकासशील देशों की प्रक्रिया के अध्ययन के लिए व्यापक शैक्षणिक रुचि जाग्रत हुई। प्रमुख राजनीतिक वैज्ञानिक, गैब्रीयल ए. आमंड का कहना है कि राजनीतिक विकास की अवधारणा का विकासशील देशों के संदर्भ में एक नैतिक एवं राजनीतिक अच्छाई के रूप में विश्लेषण एवं विवेचन करना चाहिए।

वास्तव में, 1950 के दशक के अंत में एवं 1960 के दशक के प्रारंभ में एशिया, अफ्रीका एवं लेटिन अमेरिका के नए राष्ट्रों की अंतर्राज्य व्यवस्था अध्ययनों पर संपूर्ण विश्व में बौद्धिक रुचि बनी रही। इन नव स्वतंत्र राष्ट्रों के सामाजिक, राजनीतिक, आर्थिक एवं जनसांख्यिकी पक्षों पर बहुत सारे सांख्यिकीय एवं गुणात्मक आंकड़े एकत्रित किए गए हैं, ताकि इन देशों की अभिवृत्तियों, मूल्यों एवं व्यवहार प्रतिमानों का विश्लेषण हो सके। राजनीतिक विकास के अवधारणात्मक ढांचों पर समाज वैज्ञानिकों में कोई सर्वसहमत धारणा नहीं पनप सकी है। समाजशास्त्रियों, इतिहासकारों, राजनीतिशास्त्रियों तथा मानवशास्त्रियों ने राजनीतिक विकास की अवधारणा का अपने-अपने दृष्टिकोण से विश्लेषण किया है। किंतु इन राजनीतिशास्त्रियों एवं समाज वैज्ञानिकों में से अधिकांश ने विकसित देशों, विशेषकर अमेरिका की विकास प्रक्रिया के प्रारूप पर बल दिया है। यह कहा गया कि यह एक ऐसा मॉडल है, जिसे विकासशील देशों को भी अपनी राजनीतिक विकास प्रक्रिया के लिए अपनाना चाहिए।

रोस्टॉव के अनुसार विकासशील देशों को अपने स्वयं विकास हेतु विकसित देशों के राजनीतिक व्यवहार के नियमों तथा संस्थात्मक संरचना को अपना लेना चाहिए। उसका कहना था कि 'औद्योगिक समाज अन्य समाजों के लिए राजनीतिक विकास के प्रारूप का निर्धारण करता है।' एडवर्ड शिल्स ने राजनीतिक विकास की अवधारणा को राष्ट्र-राज्य निर्माण प्रक्रिया के समीकृत माना है।

राजनीतिक विकास के अधिकांश विद्वानों ने राजनीतिक विकास की अवधारणा को अमेरिकी विकास प्रक्रिया के अनुरूप देखा है। वे असंगत एकरूपता से सुसंगत विभिन्नता के अमेरिकी विकास के प्रतिमान को विकासशील देशों के राजनीतिक विकास के मॉडल के रूप में प्राय: उद्धृत करते हैं। ल्यूसियन डब्ल्यू. पाई, जिसे इस विषय का अधिकारिक विद्वान माना जाता है, ने राजनीतिक विकास का संबंध मुख्य तीन विषयों से जोड़ा है। ये विषय हैं : राजनीतिक जीवन में समानता, राजनीतिक क्षमता एवं सरकारी निष्पादन और संरचनाओं का विभिन्नीकरण एवं विशिष्टीकरण। पाई के अनुसार बढ़ता हुआ विभिन्नीकरण एवं विशिष्टीकरण समाज में व्यापक पंथनिरपेक्षीकरण को बढ़ावा देगा।

सैमुअल पी. हंटिंगटन ने पाई के विकास के नृजातीय मॉडल का एक सुधरा रूप प्रस्तुत किया है। उसका मानना है कि राजनीतिक स्थायित्व का अनुरक्षण राजनीतिक विकास के अंतिम लक्ष्य के रूप में स्वीकार किया जाना चाहिए। हंटिंगटन ने राजनीतिक विकास के मूल तत्त्वों के रूप में दो पक्षों पर जोर दिया है। ये हैं : राजनीतिक व्यवस्था में उच्च स्तरीय संस्थाकरण तथा लोकसहभागिता का बढ़ता हुआ स्तर। उसके अनुसार जहां एक ओर राज्य व्यवस्था में उच्च स्तरीय संस्थाकरण ही अनुकूलता, जटिलता, स्वायतत्ता एवं सुसंगतता को अच्छी तरह से अभिव्यक्त करता है। दूसरी ओर व्यवस्था, सामाजिक संरचनाओं के प्रत्येक स्तर पर निर्णय प्रक्रिया में जनसहभागिता को स्थायित्व

प्रदान करता है। इस मान्यता के अनुसार व्यवस्था के भीतरी स्तरों में स्थायित्व को संस्थाकरण एवं सर्वस्वीकृत सहभागिता से उत्पादित पारस्परिक क्रिया के रूप में देखा जा सकता है।

इल्लिस जैसे अर्थशास्त्रियों का मानना है कि आर्थिक विकास राजनीतिक विकास की पूर्व शर्त है। कुछ लोगों ने राजनीतिक विकास को राजनीतिक आधुनिकीकरण के समानार्थक माना है। कुछ अन्य लोगों ने इसे औद्योगिक समाज, प्रशासकीय एवं कानूनी विकास, लोकतंत्र का निर्माण, स्थायित्व एवं व्यवस्थात्मक परिवर्तन, शक्ति गत्यात्मकता और जनसहभागिता के प्रतीक के रूप में देखा है।

सामाजिक रूपांतरणों के विभिन्न चरणों में राजनीतिक विकास की अवधारणा में परिवर्तन आते रहे हैं। 1980 के दशक में औरगेन्सकी जैसे विद्वानों ने राजनीतिक विकास की अवधारणा की व्यवस्थात्मक आनुभविक वैधता की प्रक्रिया पर जोर दिया हैं। उसने विकास को सामान्य हित के लिए राष्ट्र के मानवीय एवं भौतिक संसाधनों के प्रयोग में बढ़ती हुई सरकारी कार्यदक्षता के रूप में परिभाषित किया है। उसने राजनीतिक विकास के मूल पक्ष के रूप में राष्ट्रीय राजनीतिक क्षमता की अवधारणा पर भी जोर दिया। राजनीतिक क्षमता की अवधारणा विकास के दो मूल पक्षों से संबंधित हैं। सरकार द्वारा चयनित नीतियों के क्रियान्वयन हेतु राजस्व एकत्र करने की क्षमता, तथा मानवीय स्रोतों को गतिशीलता प्रदान करने की क्षमता।

1990 के दशक में रॉबर्ट डब्ल्यू. जैकमैन जैसे विद्वानों ने राजनीतिक विकास का तात्पर्य वैधानिक राजनीतिक संस्थाओं के निर्माण के लिए व्यवस्थात्मक क्षमता माना। वैधता संरचना एवं शक्ति संबंधों के क्रियान्वयन के लिए आवश्यक है। वैधता, राजनीतिक विरोध पर शक्ति प्रयोग किए बिना भी संघर्षों के समाधान में सहायक होती है।

राजनीतिक विकास की अवधारणा में यह जानना जरूरी है कि राजनीतिक विकास में किसी भी सार्वभौम रणनीति को अपनाना विकासशील देशों के लिए अनिष्टकारी सिद्ध हो सकता है क्योंकि यह जनमानस में ऐसे भ्रम उत्पन्न कर सकता है जिसका उनके देश के सामाजिक, आर्थिक ढांचें एवं परिस्थितियों से कोई संबंध न हों। इसका तात्पर्य यह नही है कि बाहरी मॉडल सदैव अप्रासंगिक होते हैं।

विकास की प्रक्रिया को लोगों की रुचि से अलग नही किया जा सकता। भारत के राजनीतिक विकास प्रक्रिया में इस पक्ष को ध्यान रखने में चूक हुई है। मार्क्स के "स्वतंत्रता का साम्राज्य (Kingdom of Freedom) को जीतने पर जोर देने का कई विकासशील देशों की नीतियों एवं कार्यक्रमों पर व्यापक प्रभाव है। मॉओ ने 1940 में ही यह घोषित कर दिया था कि मार्क्सवाद को सफल बनाने के लिए इसे राष्ट्र विशेष के लक्षणों के साथ जोड़कर एक निश्चित राष्ट्रीयता का स्वरूप प्रदान करना होगा।

विकास के एक दिशा वाले मॉडलों के समर्थकों को यह महसूस करना होगा कि जीवन विभिन्नताओं की समृद्धता में ही विकसित होता है। विकासशील देशों को अपने-अपने ऐतिहासिक पहलुओं को विशिष्ट विशेषताओं से जोड़कर क्रमशः राजनीतिक विकास कार्यक्रमों से संलग्न करना होगा।

निष्कर्षतः हम यह कह सकते हैं कि निम्नलिखित तीन तत्त्वों के संदर्भ में राजनीतिक विकास का एक अधिक संतोषजनक अभिमत प्रतिपादित किया जा सकता है। सर्वप्रथम तो राजनीतिक विकास की किसी भी अवधारणा को आर्थिक पिछड़ेपन एवं निर्भरता की समस्याओं से अपना संबंध जोड़ना होगा। प्रत्येक व्यवस्था का मूल्यांकन इस तथ्य पर आधारित होना चाहिए कि क्या वह व्यवस्था अपने नागरिकों को न्याय, समानता और उर्वरता दिलाने में सक्षम है ? द्वितीयतः किसी भी

सिद्धांत को व्यवस्था के आनुभविक एवं नियमक व्यवहार के बीच सामंजस्य स्थापित करना चाहिए जो अच्छे समाज में सही आधार पर बल देता हो। व्यक्ति एवं समाज के मध्य आदर्श संबंध के संस्थापित आधार को पुनः सक्रिय किया जाना चाहिए। अंत में, राजनीतिक विकास की अवधारणा से संबंधित राजनीतिक व्यवस्था को पूर्ण निरपेक्ष स्थितियों के संदर्भ में जांचना चाहिए। राजनीतिक विकास अलगावयुक्त तथ्य नहीं है। इसीलिए सभी पश्चिमी आदर्शों को तृतीय विश्व के विकासशील देशों की सामाजिक-आर्थिक यथार्थताओं के साथ संबद्ध करना आवश्यक है।

अभ्यास

1. राजनीतिक सामाजीकरण से आप क्या समझते हैं?
2. राजनीतिक सामाजीकरण की प्रक्रिया में विभिन्न कारकों के योगदान का वर्णन कीजिए।
3. राजनीतिक सहभागिता के अर्थ और उसके महत्त्व का विश्लेषण कीजिए।
4. राजनीतिक विकास की व्याख्या कीजिए।
5. संक्षिप्त टिप्पणी लिखिए :
   (क) गौण समूह (पियर ग्रुप)
   (ख) जनसंचार
   (ग) ल्यूसियन डब्ल्यू. पाई की राजनीतिक विकास संबंधी धारणा

अध्याय 11

प्रतिनिधित्व की पद्धतियां

समसामयिक राजनीतिक व्यवस्थाओं में लोकतंत्र को उदारवाद के साथ परिभाषित किया जाता है, किंतु 18वीं एवं 19वीं शताब्दियों में ऐसा नहीं था। तब संस्थापित उदारवाद (Classical Liberalism) का संबंध उस पूंजीवादी बाजार अर्थव्यवस्था से था, जिसने व्यक्ति द्वारा असीमित संपत्ति को अर्जित करने के अधिकार पर बल दिया था। तब संपत्ति की योग्यता को राजनीतिक प्रतिनिधित्व की प्रक्रिया में सहभागिता हेतु एक आवश्यक शर्त के रूप में स्वीकार किया जाता था। तदुपरांत ऐतिहासिक कारणों के फलस्वरूप संस्थापित उदारवाद की, जिसे कि प्रारंभिक संस्थापित अवस्था में लोकतांत्रिक मूल्यों एवं प्रक्रियाओं के मूलतः विपरीत माना जाता था, उसे अब लोकतंत्र के आवश्यक साझेदार के रूप में स्वीकार किया जाने लगा। पूंजीवाद एवं बाजार अर्थव्यवस्था ने बड़े पैमाने में औद्योगिकीकरण एवं शहरीकरण की प्रक्रिया को जन्म दिया। राजनीतिक व्यवस्था की निर्णय-निर्माण प्रक्रिया में सहभागिता हेतु श्रमिक वर्ग आंदोलन की मांग ने लोकतंत्र की अवधारणा को नई गति प्रदान की है एवं उसके क्षितिज को व्यापक बनाया है। इस प्रकार उदारवादी राज्य, स्वतंत्र बाजार अर्थव्यवस्था और सर्वव्यापक वयस्क मताधिकार के सिद्धांतों का संयुक्तीकरण हो गया है। सी.बी. मेकफरसन के मतानुसार, "उदारवादी राज्य की भांति उदारवादी सिद्धांत 19वीं शताब्दी तक किसी भी रूप में लोकतांत्रिक नहीं था। अधिकांशतः वह प्रत्यक्ष लोकतंत्र विरोधी था।"

आज लोकतंत्र शब्द को प्रतिनिधिक लोकतंत्र के समकक्ष समझा जाता है। प्रतिनिधिक लोकतंत्र में लोगों को सार्वभौम वयस्क मताधिकार के सिद्धांत के आधार पर सामयिक निर्वाचन के द्वारा अपने प्रतिनिधियों के चुनाव का अधिकार प्राप्त होता है। इस व्यवस्था के अंतर्गत जाति, पंथ, धर्म, भाषा एवं संस्कृति के आधार पर होने वाले भेदभाव को सामान्यतः प्रतिबंधित कर दिया जाता है। समय-समय पर होने वाले सामान्य चुनाव में सहभागिता हेतु निर्धारित आयु विभिन्न देशों में भिन्न-भिन्न होती है। भारत में आम चुनाव में भाग लेने की निर्धारित आयु 18 वर्ष है, जबकि ब्रिटेन एवं कुछ अन्य देशों में यह 21 वर्ष है। कुछ देशों में सामान्य निर्वाचन के दौरान नागरिकों को मतदान में सहभागिता हेतु कानून द्वारा बाध्य किया जाता है। ये देश हैं : नेदरलैंड्स (1917) तथा बेल्जियम (1893)।

प्रतिनिधित्व की दो वैकल्पिक व्यवस्थाएं होती हैं:

- क्षेत्रीय प्रतिनिधित्व, एवं
- कार्यात्मक प्रतिनिधित्व।

क्षेत्रीय प्रतिनिधित्व को भौगोलिक प्रतिनिधित्व के रूप में भी जाना जाता है। इस व्यवस्था के अंतर्गत संपूर्ण देश को लगभग समान जनसंख्या आधारित

क्षेत्रों में बांट दिया जाता है। कार्यात्मक प्रतिनिधित्व में पेशे या कार्यों के प्रतिनिधित्व पर बल दिया जाता है। लोगों का विभिन्न पेशों तथा कार्यों से संबंध होता है। अतः यहां इन्हीं के आधार पर प्रतिनिधित्व दिया जाता है। यद्यपि क्षेत्रीय प्रतिनिधित्व व्यवस्था में लोगों का अपने प्रतिनिधियों के साथ निकट का संबंध संभव हो जाता है, किंतु कई बार इस व्यवस्था में राष्ट्रीय मुद्दों के स्थान पर स्थानीय मुद्दों को महत्त्व दे दिया जाता है।

जब किसी क्षेत्र का प्रतिनिधित्व एक प्रतिनिधि द्वारा किया जाता है तो उसे एक-सदस्यीय चुनाव क्षेत्र कहा जाता है। इसके विपरीत जब चुनाव क्षेत्रों का एक से अधिक प्रतिनिधियों द्वारा प्रतिनिधित्व किया जाता है तो वह बहु-सदस्यीय चुनाव क्षेत्र कहलाता है। स्वतंत्रता से पहले भारत में अल्पसंख्यकों एवं विशिष्ट हितसमूहों हेतु पृथक निर्वाचन क्षेत्र होते थे।

प्रोफेसर शेपर्ड के अनुसार प्रतिनिधित्व के तीन प्रमुख सिद्धांत हैं : प्रारंभिक आदिवासी सिद्धांत, सामंतवादी सिद्धांत एवं नैतिक सिद्धांत। ग्रीक नगर-राज्यों के समय जो राजनीतिक व्यवहार प्रचलन में था, उसे प्रतिनिधित्व के आदिवासी सिद्धांत के रूप में जाना जाता है। इस व्यवस्था के अंतर्गत मत के अधिकार को राज्य की सदस्यता के लिए आवश्यक शर्त के रूप में स्वीकार किया जाता था। सामंतवादी सिद्धांत राज्य में मताधिकार के लिए संपत्ति की शर्त पर जोर देता है। नैतिक सिद्धांत यह स्वीकार करता है कि मताधिकार प्रत्येक नागरिक का प्राकृतिक एवं अंतः निहित अधिकार है।

प्रतिनिधित्व के सिद्धांत

निर्णय-निर्माण प्रक्रिया में प्रतिनिधियों की भूमिका के बारे में भिन्न-भिन्न मत रहे हैं। कुछ लोग जहां प्रतिनिधियों के लिए सीमित भूमिका का पक्ष लेते हैं वहीं अन्य नीति-निर्माण की संपूर्ण प्रक्रिया पर उनके नियंत्रण का समर्थन करते हैं। प्रतिनिधित्व के विभिन्न सिद्धांत इस मुद्दे का विभिन्न दृष्टिकोणों से विश्लेषण करने की चेष्टा करते हैं।

प्रतिनिधित्व का सत्तावादी सिद्धांत

थामस हॉब्स एवं अलेक्जेन्डर हेमिल्टन इस सिद्धांत के मुख्य प्रतिपादक थे। यह सिद्धांत व्यवस्था एवं सत्ता की भूमिका (जिसका प्रतिनिधित्व कार्यकारणी करती है), पर बल देता है। इस सिद्धांत के अंतर्गत लोगों के प्रतिनिधियों की भूमिका बहुत सीमित ही रहती है। यह सिद्धांत राजनीतिक नेताओं के श्रेष्ठ ज्ञान और बुद्धिमत्ता पर जोर देता है। इन पर लोक नियंत्रण का कोई प्रावधान नहीं होता। हाब्स ने विशेषतया राजा की सत्ता का समर्थन किया।

हाब्स के मतानुसार आनुमानिक सामाजिक समझौते के अंतर्गत लोगों ने आपस में समझौते के अनुसार अपनी शासन करने की शक्ति किसी व्यक्ति-विशेष अथवा व्यक्ति समूह (राजा/संसद) को सौंपी ताकि प्रत्येक व्यक्ति का जीवन सुरक्षित हो सके। इस प्रकार संप्रभु/सरकार की स्थापना लोकतांत्रिक पद्धति से हो जाती है, क्योंकि राज्य का निर्माण करने वाले लोगों ने इसके लिए अपनी सहमति प्रकट की है। लेकिन सत्ता प्राप्ति के बाद सत्ताधारी सरकार सर्वशक्तिमान हो जाती है।

प्रतिनिधित्व का उग्रवादी सिद्धांत

इस सिद्धांत के मुख्य समर्थक रूसो एवं नव वामपंथ के प्रस्तावक रहे हैं। यह सिद्धांत प्रतिनिध्यात्मक सरकार की व्यवस्था में विश्वास नहीं करता। यह शासन संचालन की प्रक्रिया में लोगों की प्रत्यक्ष सहभागिता में विश्वास करता है। विधि-निर्माण प्रक्रिया में जनता

द्वारा प्रत्यक्ष भागेदारी को प्रत्यक्ष लोकतंत्र कहा जाता है। दूसरे शब्दों में, प्रत्यक्ष लोकतंत्र में नागरिक निर्णय-निर्माण में स्वयं भाग लेते हैं न कि उनके द्वारा निर्वाचित प्रतिनिधि, किंतु इस प्रकार की प्रत्यक्ष सहभागिता केवल छोटे प्रदेशों में ही संभव है। प्राचीन काल में यह एथेन्स के नगर-राज्य में पाई जाती थी। आज भी स्विट्जरलैंड में 'जनमत संग्रह' (Plebiscite) एवं 'वापस बुलाने' (Recall) की प्रक्रिया पाई जाती है।

प्रतिनिधित्व का प्रतिरूप सिद्धांत

जान लॉक एवं थामस् जैफरसन इसके मुख्य प्रतिपादक है। यह सिद्धांत इस विचार पर जोर देता है कि विधायिकाओं को समाज का प्रतिबिंब होना चाहिए। प्रतिनिधियों को जनता के अभिकर्ताओं के रूप में स्वीकार किया जाता है एवं वे अपने क्षेत्र की मांगों को नीति संरचनाओं में बदलते हैं। इस सिद्धांत का जनसामान्य की बुद्धिमत्ता में गहरा विश्वास है। यह समानता के सिद्धांत पर आधारित थी।

प्रतिनिधित्व का अभिजनवादी सिद्धांत

इस सिद्धांत की मान्यता है कि प्रतिनिधि ज्यों ही निर्वाचित होता है, जनसामान्य को नेतृत्व प्रदान करने का उसका विशिष्ट उत्तरदायित्व हो जाता है। वे केवल मतदाताओं द्वारा प्रदान किए गए निवेशों तक ही अपने कार्य को सीमित नहीं रखते, बल्कि वे परिवर्तन के अभिकर्ताओं के रूप में यह भी निर्णय लेते हैं कि समाज के लिए सर्वोत्तम क्या है। इस सिद्धांत के विरोध में यह आरोप लगाया जाता है कि यह सिद्धांत इस अर्थ में अलोकतांत्रिक है कि यह राजनीतिक अभिजन वर्ग के राजनेताओं की बुद्धिमत्ता में विश्वास करता है। यह इस वर्ग को लोकहित का संरक्षक स्वीकार करता है। प्रतिनिधित्व का रूढ़िवादी सिद्धांत शासन संचालन की प्रक्रिया में लोकप्रिय सहभागिता को बढ़ावा नहीं देता। किंतु ऐसे समाज जिसमें निरक्षरता एवं गरीबी पाई जाती है तथा जहां लोग इस स्थिति में नहीं हैं कि वे जटिल मुद्दों को समझ सकें, वहां प्रतिनिधियों को संकीर्ण मतांधवादी हितों से ऊपर उठना चाहिए एवं संपूर्ण राष्ट्र के संदर्भ में दृष्टिकोण अपनाना चाहिए। यह दृष्टिकोण हमारे जैसे देश के लिए, जहां भाषा, धर्म, जाति, वर्ग, आदि की भिन्नता है, वहां विशेषतया महत्त्वपूर्ण हो जाता है।

प्रतिनिधि, निहित स्वार्थों एवं मतांधवादी हितों के कैदी न बन जाएं, इसलिए जरूरी है कि उन्हें विभिन्न विशिष्टताओं से ऊपर उठने में सक्षम होना चाहिए तथा एक पूर्ण राष्ट्र के संदर्भ में विषयों के प्रति एक समग्रता का दृष्टिकोण अपनाना चाहिए। समसामयिक निर्णय प्रक्रिया एवं शासन संचालन का प्रारूप इतना जटिल है कि प्रत्यक्ष लोकतंत्र में सामान्य लोगों की सहभागिता संभव नहीं हो पाती। आज प्रतिनिधित्व करना बहुत ही जटिल कार्य हो गया है। एक तरफ उसे जिन लोगों का वह प्रतिनिधि है उनकी इच्छाओं को पूरा करना पड़ता है, तो दूसरी तरफ उसका दायित्व समाज के संपूर्ण हितों की अनुरूपता के साथ इन इच्छाओं को आकार देने का भी हो जाता है।

सही प्रतिनिधित्व प्रजातांत्रिक व्यवस्था की सफलता का केंद्र बिंदु है। लोकतंत्र की शास्त्रीय परिभाषा लोकतंत्र को जनता *का*, जनता *द्वारा* और जनता के *लिए* शासन समझती है। यदि ऐसा है तो, हम सभी लोगों को शासन को सफलतापूर्वक चलाने के लिए सजग रहना होगा। यह आवश्यकता जनता के उचित एवं राष्ट्रीय प्रतिनिधित्व की कामना करती है, और यह कामना शिक्षित नागरिकों एवं चैतन्य जनमत की मांग करती है। इसलिए कहा जाता है कि लोकतंत्र शासन का एक तरीका मात्र ही नहीं, अपितु एक जीवनपद्धति भी है।

अभ्यास

1. प्रतिनिधित्व के भिन्न-भिन्न सिद्धांत कौन-कौन से हैं?
2. प्रतिनिधित्व की दो वैकल्पिक व्यवस्थाओं का उल्लेख कीजिए।
3. लोकतांत्रिक व्यवस्था में प्रतिनिधित्व के महत्त्व का वर्णन कीजिए।
4. संक्षिप्त टिप्पणी लिखें :
   (क) कार्यात्मक प्रतिनिधित्व
   (ख) प्रत्यक्ष लोकतंत्र
   (ग) प्रतिनिधित्व का अभिजनवादी सिद्धांत

इकाई चार

प्रमुख राजनीतिक सिद्धांत

अध्याय 12

उदारवाद

उदय एवं विकास

उदारवाद एक सिद्धांत है जिसका अभ्युदय यूरोप में ज्ञानोदय, इंग्लैंड की गौरवपूर्ण क्रांति तथा फ्रांस की क्रांति के परिणामस्वरूप हुआ। इन घटनाओं से उदारवाद की मूल मान्यताओं का जन्म हुआ। ज्ञानोदय से यह विचार उभरा कि कोई भी ऐसा नैतिक उद्देश्य नहीं होता जिसे हम पूर्ण रूप से सही मान सकें और इस कारण किसी राज्य के नागरिकों पर कोई एक जीवन-शैली आरोपित करना अनुचित है। इंग्लैंड की गौरवपूर्ण क्रांति ने इस मान्यता को जन्म दिया कि किसी भी प्रकार के शासन तंत्र में दैवी अधिकार का कोई औचित्य नहीं है। इसी क्रम में फ्रांस की क्रांति ने इस धारणा को जन्म दिया कि व्यक्ति की स्वतंत्रता इतनी पावन है कि कोई भी सत्ता उसकी अवहेलना नहीं कर सकती। उदारवाद ऐसी राजतंत्रीय शक्ति के प्रत्युत्तर में जन्मा जिसका यह दावा था कि दैवी अधिकारों के आधार पर राजा की शक्ति निरंकुश होती है। इंग्लैंड में संपन्न वर्ग की प्रतिक्रिया राजा की उस शक्ति के विरूद्ध थी जिसके द्वारा वह बिना संसद की सहमति के प्रजा पर कर लगा सकता था। फ्रांस में भी उदारवाद राजतंत्र के विरुद्ध एक प्रतिक्रिया के रूप में ही प्रकट हुआ, क्योंकि वहां राजा ने राजनीतिक प्रसंगों पर चर्चा तथा बहस रोकने की चेष्टा की थी। फ्रांसीसी मध्यम वर्ग ने अपनी आकांक्षाओं को "स्वतंत्रता, समानता तथा भ्रातृत्व" की विश्वप्रसिद्ध उक्ति के रूप में प्रस्तुत किया था। फ्रांसीसी मध्यम वर्ग में मुख्यतः व्यापारी, दुकानदार, बैंकर, बुद्धिजीवी एवं व्यवसायी सम्मिलित थे।

ये वर्ग उस सामंती अव्यवस्था और अराजकता का अंत चाहते थे जिसमें संभ्रान्त वर्ग के लोग लगातार एक-दूसरे से संघर्षरत थे। ये वर्ग पूंजी के संचय में अधिक रुचि रखते थे। सामाजिक अराजकता इनके लिए अनुकूल नहीं थी। वाणिज्यवाद (Mercantelism) के स्थान पर वे अहस्तक्षेप (Laissez Faire) के सिद्धांत पर आधारित मुक्त-व्यापार की आर्थिक व्यवस्था चाहते थे। ये वर्ग व्यापार, पूंजी-निवेश तथा व्यापारिक-वृद्धि के क्षेत्रों में पुराने हो चले आर्थिक नियंत्रण का भी अंत चाहते थे। उन्होंने बुर्जुआ वर्ग तथा कुलीनतंत्र में अंतर करने वाले वंशानुगत विशेषाधिकारों के अंत की भी पैरवी की। वे संसद की सर्वोच्चता चाहते थे। मॉन्टेस्क्यू की पुस्तक *दि स्पिरिट ऑफ लॉज,* बेन्थम की *फ्रेगमेंट ऑन गवर्नमेंट* तथा एडम स्मिथ की *वेल्थ ऑफ नेशन्स* उदारवाद के क्रमिक विकास की महत्त्वपूर्ण ऐतिहासिक अवस्थाओं का बोध कराती है।

उदारवादियों का तर्क था कि प्रत्येक व्यक्ति स्वयं निर्णय लेने वाला एक विवेकशील नागरिक है। अच्छा समाज वह है जो नागरिकों के हितों का अधिकतम

संवर्द्धन करता है। उन्होंने समाज को केवल ऐसे व्यक्तियों के समूह के रूप में निरूपित किया जिन्हें केवल अपने हितों की चिंता थी और जो इस उद्देश्य प्राप्ति हेतु शक्ति चाहते थे। उनकी दृष्टि में समाज में रहने वाले व्यक्तियों के कल्याण के अतिरिक्त और कुछ महत्त्वपूर्ण नहीं था। उनके विचार में सामाजिक कल्याण, सामूहिक कल्याण अथवा लोक-कल्याण जैसी मान्यताएं निरर्थक थीं। यदि समाज में कुछ था तो वह केवल व्यक्तियों का ऐसा समूह जिसमें हर किसी के निजी हित व्याप्त थे।

उत्पादन वृद्धि और बाज़ार तंत्र के माध्यम से ऐसे ही हितों को प्रोत्साहित किया गया। ये प्रयास व्यक्तिगत उद्यम तथा संपत्ति के असीमित अधिकार के विचारों पर आधारित थे। इनमें खुली प्रतियोगिता का प्रावधान था। प्रतियोगिता ही उत्पादनकर्ताओं, खरीददारों तथा उपभोक्ताओं के रूप में मानव संबंधों का निर्धारण करती थी। इसी से उत्पादन की प्रकृति तथा उत्पादित माल का मूल्य भी निर्धारित होता था। सभी आदर्शों के लिए बाजार प्रक्रिया ही प्रमुख प्रेरणा स्रोत थी। व्यक्ति अपने निजी हितों के आधार पर ही आवश्यक निर्णय लेता था। उदारवादियों का यह तर्क था कि यदि व्यक्तियों को उनके विवेकसम्मत हितों को पूरा करने की छूट दी जाए तो उस स्थिति में समाज में संतुलन बना रहेगा। उस स्थिति में वस्तुओं की क़ीमत का निर्धारण इस आधार पर होगा कि 'जो उत्पादित हुआ है उसे खरीददार खरीदने के लिए प्रेरित हो और उत्पादक वही उत्पादित करे जो खरीदा जा सके।' एडम स्मिथ के 'अदृश्य हाथ' की अवधारणा में यही मूल भाव व्यक्त किए गए हैं। इसका यह अभिप्राय था कि सामान्य कल्याण वास्तव में व्यक्ति की मूल अधिग्रहणकारी प्रवृत्ति के कारण से ही होता है। समाज का हर सदस्य वैयक्तिक रूप से जितना समृद्ध होता है ठीक उसी के अनुपात में राज्य भी समृद्ध होता है। इस विचार के परिणामस्वरूप समाज में विविध और परस्परविरोधी हितों में स्वतः ही सामंजस्य स्थापित हो गया था। उदारवादी विचार-योजना में व्यक्ति को उसके "स्वयं के रूप में ही" स्वतंत्र माना गया। राजनीति को स्वायत्त माना गया। यह माना गया कि राजनीति में संकीर्ण निहित स्वार्थों से ऊपर उठने की क्षमता विद्यमान है। समाज में मानव संबंधों के नियमन के लिए किसी केंद्रीय संगठन की आवश्यकता पर बल दिया गया। राज्य ऐसे ही संगठन का प्रतिनिधित्व करता है। राज्य की स्थापना व्यक्तियों ने अपनी हित-पूर्ति के उद्देश्य से की थी। उदारवादियों के अनुसार राज्य को कम से कम कार्य करने चाहिए। उनके विचार में सरकार का कार्य केवल परस्पर विरोधी हितों को समन्वित करना ही था। अपने इस रूप में सरकार को एक आवश्यक बुराई माना गया। इसी कारण जैसा ब्रेन्थम ने कहा कि सर्वोत्तम सरकार वह है जो सबसे कम शासन करती है। उदारवादियों के अनुसार सरकार का मूल कार्य व्यक्ति के निजी संपत्ति विषयक प्राकृतिक अधिकार की सुरक्षा करना था। जॉन लॉक ने इस विचार को अभिव्यक्त किया। यदि सरकार यह सुरक्षा न दे सके तो उसके अस्तित्व का कोई औचित्य नहीं है। निजी हितों ने अपनेआप को प्रतिस्पर्धात्मक लोकतंत्र की संस्थात्मक व्यवस्थाओं द्वारा आगे बढ़ाना चाहा।

जैसा कि ऊपर कहा गया है, स्वतंत्रता के सिद्धांत को, समानता के सिद्धांत से जोड़ा गया। स्वतंत्रता, समानता तथा भ्रातृत्व के मूल भाव फ्रांस की राज्यक्रांति में समाहित थे। स्वतंत्रता की अमेरिकी घोषणा में भी यही विचार निहित थे, परंतु ये उदारवादी व्यक्तियों में व्याप्त महत्त्वपूर्ण अंतरों के विषय में सचेत थे। उनका अभिप्राय यह था कि व्यक्तियों को उनकी महत्ता सिद्ध करने के लिए समान अवसर दिए जाएं। उन्होंने जन्म अथवा वंशानुगत आधार पर

कुलीनतंत्रीय दावे का प्रतिकार किया। यहां यह भी उल्लेखनीय है कि समानता से संबंधित उदारवादियों का दावा केवल राजनीतिक दावा ही था। उनका आर्थिक समानता में कोई विश्वास नहीं था। उदारवादियों में से कुछ वस्तुत: यह मानते थे कि आर्थिक असमानता न केवल अपरिहार्य है बल्कि वह सभी संबंधित व्यक्तियों के लिए एक सकारात्मक गुण भी है।

द्वितीय चरण में, जॉन स्टुअर्ट मिल तथा थॉमस हिल ग्रीन जैसे विचारकों ने उन्नीसवीं शताब्दी के उत्तरार्ध में उदारवादी सिद्धांत में सुधार किए। उनका यह विश्वास था कि व्यक्तियों के हित सामाजिक हितों से जुड़े हुए हैं। उन्होंने व्यक्ति के हित को सामान्य हित की भावना के साथ जोड़ दिया। ग्रीन ने ऐसे लोगों के अस्तित्व को स्वीकार किया जिन्हें उतनी भी स्वतंत्रता प्राप्त नहीं थी जितनी प्राचीनकाल में दासों को प्राप्त थी। इस बात पर भी ध्यान दिया गया कि एक ओर जहां अमीर और अधिक अमीर होते जा रहे थे वहीं दूसरी ओर गरीब उसी अनुपात में अधिक गरीब होते जा रहे थे। औद्योगिक क्रांति के फलस्वरूप एकाधिकारी प्रवृत्तियां पनपने लगी थीं। आर्थिक जीवन पर ऐसे थोड़े-से लोगों का नियंत्रण स्थापित होने लगा जो आर्थिक दृष्टि से समर्थ थे।

मिल तथा ग्रीन दोनों ने, तथा हमारे देश के महादेव गोबिंद रानाडे ने यह अनुभव किया कि प्रत्येक व्यक्ति का अधिकार है कि उसे समान अवसर प्राप्त हों। ये सभी विचारक व्यक्ति और समाज के महत्त्व को निश्चित नहीं कर पा रहे थे। ग्रीन ने इस बात पर बल दिया कि व्यक्ति की स्वतंत्रता व उसकी संतुष्टि केवल समाज के माध्यम से ही संभव है। उसके अनुसार, "समाज व्यक्ति की नैतिक मुक्ति का कार्य विविध सामाजिक एजेंसियों के माध्यम से निरंतर संपादित कर रहा है।" इन उदारवादियों की यह भी मान्यता थी कि वितरण की समस्याओं के निराकरण की यह मांग है कि राज्य समाज के आर्थिक जीवन में सक्रिय हस्तक्षेप करें। राज्य को 'समुदायों का समुदाय' माना गया और यह अपेक्षा की गई कि वह समाज में सफाई व स्वास्थ्य के मानकों को लागू करे। यह भी अपेक्षा की गई कि वह सुनिश्चित करे कि मानवता का बड़ा भाग गरीबी व गंदगी की दुर्दशा में न रहे। राज्य से ऐसी परिस्थितियां बनाने की अपेक्षा की गई जिसमें सभी का समान विकास संभव हो सके। रानाडे इस विचार के समर्थक थे कि सभी को अवसर की समानता तथा पूर्ण रोजगार उपलब्ध कराते हुए राज्य को समाज में संपत्ति का पुनर्वितरण अवश्य करना चाहिए।

उदारवाद के इस नए रूप ने इस बात पर ठीक ही बल दिया कि सामाजिक अनुभव से व्यक्ति को जब कभी भी निराशा हो, उसे यह अपेक्षा करने का अधिकार है कि राज्य इन स्थितियों से उसका बचाव करेगा। समाज को केवल संपत्ति की वृद्धि के लिए ही नहीं अपितु मानव के संपूर्ण व्यक्तित्व के विकास हेतु अवसर प्रदान करने चाहिए। लोककल्याणकारी राज्य की अवधारणा ऐसे ही चिंतन का परिणाम है। 1930 के दशक में अमेरिकी राष्ट्रपति रूज़वेल्ट ने इन्हीं आधारों पर अपना 'न्यू डील कार्यक्रम' प्रस्तुत किया था। सरकारों से यह अपेक्षा की गई थी कि वे मध्यम वर्ग के संपत्ति के स्वामित्व के प्रभाव का अंत करेंगी और वैयक्तिक अवसरों में अधिकतम वृद्धि करेंगी। आर्थिक कार्यक्षमता की गारंटी के रूप में मुक्त बाजार की धारणा को उन्होंने ठुकरा दिया। समान प्रतियोगिता की किसी व्यवस्था में 'अदृश्य हाथ' का महत्त्व हो सकता है, परंतु गंभीर विषमताओं वाली आर्थिक व्यवस्था में इसका कोई औचित्य नहीं है। चंद व्यापारिक घरानों के निर्णयों ने सभी व्यक्तियों के जीवन ढांचे को प्रभावित किया।

इस प्रकार लोककल्याणकारी राज्य ने शिक्षा को व्यापक स्तर पर उपलब्ध कराने का प्रयास किया। उसने श्रम की कार्यावधि, मजदूरी तथा श्रम की स्थितियों आदि को नियमित करने, कारखानों में बच्चों को मजदूरी पर लगाने तथा अर्थव्यवस्था में व्याप्त एकाधिकारी प्रवृत्तियों पर अंकुश लगाने का प्रयत्न किया। यह माना गया कि सभी व्यक्तियों की राजनीतिक व नागरिक स्वतंत्रता के समुचित उपभोग के लिए आर्थिक स्वतंत्रता का विस्तार आवश्यक है। न्याय संबंधी अवधारणा में भी परिवर्तन हुआ। जॉन रॉल्स ने न्याय के विचार को इस प्रकार व्यक्त किया है : ''राज्य को लाभ व बोझ की व्यवस्था इस ढंग से करनी होगी जिससे सबसे कम लाभ प्राप्त करने वाला व्यक्ति भी भाग्यशालियों के साधनों में हिस्सा प्राप्त कर सके।'' आर्थिक चिंतन के क्षेत्र में जॉन् मेनार्ड कीन्स तथा सामाजिक बीमे से संबंधित लॉर्ड बेवेरिज रिपोर्ट द्वारा क्रांति आई। इसमें सामाजिक बीमे को सामाजिक प्रगति की व्यापक नीति का एक भाग माना गया था। यह अभावों पर एक आक्रमण था। लॉर्ड बेवेरिज का यह तर्क था कि सुरक्षा संयोजित करते हुए राज्य को प्रोत्साहन व अवसर कम नहीं करने चाहिए। यद्यपि राज्य को सभी के लिए न्यूनतम संसाधन उपलब्ध कराने चाहिए, तथापि उसे स्वैच्छिक क्रियाओं के लिए पर्याप्त गुंजाइश भी रखनी चाहिए। भारत में महालेनोबिस रिपोर्ट भी प्रायः इसी नीति पर आधारित थी। अर्थव्यवस्था में परिवर्तन लाने में थोड़े-थोड़े अनिश्चित व तदर्थ प्रयासों ने अपना आकर्षण खो दिया था। लोग अधिक व्यापक योजनाओं का समर्थन करने लगे थे। उनकी राज्य से यह अपेक्षा थी कि वह पूर्ण रोजगार तथा सुनियोजित आर्थिक वृद्धि के लिए कार्य करें जिसे रूजवेल्ट ने 'अभाव से मुक्ति' और इंदिरा गांधी ने 'गरीबी हटाओं' की संज्ञा दी। राज्य ने इस प्रकार सामाजिक व सांस्कृतिक कमियों को दूर करने का प्रयास किया। अतः मानव समानता, स्वतंत्रता व न्याय के आदर्शों के विकास की पराकाष्ठा लोककल्याणकारी राज्य का आदर्श है।

उदारवाद में अंतर्विरोध

उदारवाद में एक मूलभूत तनाव है। एक ओर तो वह समाज की बाजार संबंधी अवधारणा, संपत्ति के अधिग्रहण के असीमित अधिकार और अंततः असमानता के विचार के साथ जुड़ा हुआ है। दूसरी ओर वह सामान्य हित एवं सभी को समान अवसर उपलब्ध कराने के उद्देश्य से संपत्ति के अधिकार को सीमित करना चाहता है। अनेक समकालीन विचारकों ने इस दावे को चुनौती दी है कि बाज़ारोन्मुख समाज उपयोगिताओं को बढ़ाता है। इसके विपरीत मैकफरसन का यह तर्क है कि व्यक्ति का सच्चा विकास उसकी स्वयं की शक्तियों के विकास में ही निहित है। उसके अनुसार प्रारंभिक उदारवाद दो आधारों पर परस्पर विरोधाभासी प्रतीत होता है। व्यक्ति के संबंध में इन दो दृष्टिकोणों के बीच परस्पर स्पष्ट तनाव है कि वह 'उपयोगिताओं का आकांक्षी है' तथा 'वह अपनी शक्तियों का उपभोग करने व विकास करने वाला है'। इसने एक ओर तो संपत्ति के असीमित अधिकार, पूंजीवादी अर्थव्यवस्था तथा अंततः असमानता के दृष्टिकोण और दूसरी ओर समतावादी दृष्टिकोण के बीच एक भ्रम उत्पन्न किया है। अब तक इन दोनों को परस्पर समन्वित नहीं किया जा सका है। लोक-कल्याणकारी राज्य की त्रासदी यह है कि यद्यपि सिद्धांततः उसका इस आदर्श में विश्वास है कि राज्य को न केवल संपत्ति बढ़ाने के अवसर उपलब्ध कराने चाहिए बल्कि संपूर्ण मानव व्यक्तित्व के विकास की चेष्टा भी करनी चाहिए, परंतु व्यवहार में वह उपयोगिताओं के अधिकतम संवर्धन तथा लाभ को

ही अंतिम सत्य मानता है। उसकी एक प्रमुख विसंगति यह है कि वह सामाजिक संरचना को किसी बुनियादी आधार पर नहीं बदल पाता। राज्य आर्थिक सहायता देता है और प्रतियोगिता, एकाधिकार, भूमि के उपयोग व श्रम को नियंत्रित करता है, परंतु अभी भी समाज के आर्थिक रूप से समर्थ कुछ लोगों के सोचे-समझे निर्णयों के प्रत्युत्तर में ही कीमतें निर्धारित होती हैं। अभी भी कीमतों से ही वस्तुओं का उत्पादन तय होता है। वे ही उसका आबंटन भी निर्धारित करती हैं। इसके कारण बड़े निगम मूल्यों का निर्धारण कर पाने में सक्षम होते है तथा हमारी अभिरुचियों व जीवनशैली को भी नियंत्रित करते हैं।

सामाजिक जीवन एक ऐसी सावयविक प्रक्रिया है जिसमें व्यक्ति के जीवन को बाहरी दुनिया का आनंद लेने की क्षमता में वृद्धि कर, संवर्धित करना है। एक उदारवादी समाज उपयोगिता का तो संवर्धन करता है परंतु वह हमारी शक्तियों को संवर्धित नहीं कर पाता अथवा वह हमको एक श्रेष्ठ इंसान नहीं बना पाता। बाजार की शक्तियां हम पर लगातार हावी रहती हैं। सार्वजनिक स्वामित्व व राष्ट्रीयकरण जैसे उपायों के परिणामस्वरूप नौकरशाही का प्रभाव बढ़ा है तथा सामाजिक जीवन में भ्रष्टाचार फैला है।

आनुभविक उदारवाद

आनुभविक उदारवाद की संक्षिप्त चर्चा यहां प्रासंगिक होगी। मिल व ग्रीन ने लोकतंत्र के नैतिक पक्ष पर बल दिया था। उनकी दृष्टि में नैतिक पक्ष मूल्यवान था क्योंकि मानवता के सुधार का यह एक प्रभावशाली माध्यम था। परंतु शुम्पीटर तथा ढल जैसे आनुभविक उदारवादियों की दृष्टि में लोकतंत्र समाज में संतुलन स्थापित करने की एक व्यवस्था मात्र है। आनुभविक उदारवादियों का नैतिक प्रश्नों से कोई सरोकार नहीं है। वे मिल तथा उस जैसे अन्य विचारकों के विचारों को काल्पनिक मानते हैं। उनके लिए लोकतंत्र, समाज को शासित करने की दृष्टि से, दो या उससे अधिक अभिजात वर्गों के बीच शक्ति की प्रतियोगिता का ही दूसरा नाम है। कुछ अमेरिकी राजनीतिक विद्वान तो यहां तक मानते है कि नागरिक भागीदारी का कम होना समाज में संतुलन स्थापित करने के लिए आवश्यक है। उन्नीसवीं शताब्दी के सिद्धांतवादियों की दृष्टि में लोकतंत्र एक मानवतावादी आकांक्षा थी। बीसवीं सदी के मध्य में उनके अमेरिकी प्रतिपक्षियों के लिए यह केवल बाजार-संतुलन की एक व्यवस्था थी। इस मत में एक अंतर्निहित अनुदारवाद व्याप्त है। उसके लिए जिससे भी काम चलता है वही वस्तुतः सही है। विद्यमान व्यवस्था को किसी न किसी प्रकार चलाते रहना ही आनुभविक उदारवादियों का अभीष्ट है। ऐसी व्यवस्था में बाजार की अवधारणाएं न्याय व समानता की धारणाओं को निगल जाती हैं।

बाद के वर्षों में मानव गरिमा तथा स्वायत्तता के नाम पर स्वतंत्रतावादी सिद्धांतों का कुछ पुनरूत्थान हुआ है। इसने उदारवाद को एक ओर उन्नीसवीं शताब्दी के व्यक्तिवाद की दिशा में तथा दूसरी ओर न्यायपूर्ण समाज की दिशा में प्रवृत्त किया है। बाद का पक्ष अब अधिक महत्त्वपूर्ण हो गया है। उन्नीसवीं शताब्दी के उदारवाद ने स्वतंत्रता पर बल दिया। बीसवीं शताब्दी के प्रारंभ में स्वतंत्रता का स्थान समानता ने ले लिया। अब ये दोनों न्याय की अवधारणा से संश्लेषित व रूपांतरित होते दिखाई दे रहे हैं। यह रूपांतरण चरित्र, आत्मज्ञान, सद्गुण व सद्जीवन जैसे अरस्तूवादी आदर्शों के रूप में चरितार्थ हो रहा है। समाज को व्यक्तियों के समुदाय के रूप में देखा जा रहा है। समाज में आज व्यक्तियों की भी अपनी निजी स्वायत्तता है। अब यह तर्क दिया जाने लगा है कि समुदाय को सद्गुण व सद्जीवन के संबंध में नागरिकों के आत्मज्ञान को संयुक्त भावना पर आधारित होना चाहिए। यह

आत्मज्ञान किसी भी ऐसे बहुलवादी समाज की संस्थात्मक व्यवस्थाओं में अनिवार्यतः मूर्त होना चाहिए जहां हमारी विभिन्न आवश्यकताओं की पूर्ति एवं हितों की रक्षा के लिए नाना प्रकार की संस्थाएं हैं। इसे अनिवार्यतः ऐसी राजनीति की ओर अभिप्रेरित करना चाहिए जो हमें सच्ची मैत्री व सहयोग के परिवेश में 'ऐसे सामान्य हित का ज्ञान कराए जो हम अकेले ज्ञात नहीं कर सकते।'

अभ्यास

1. उदारवाद से आप क्या समझते हैं ?
2. उन्नीसवीं शताब्दी के उत्तरार्ध में उदारवाद की अवधारणा में हुए विभिन्न सुधारों का उल्लेख कीजिए।
3. उदारवाद में अंतर्निहित विरोधाभासों की चर्चा कीजिए।
4. आनुभविक उदारवाद की व्याख्या कीजिए।

अध्याय 13

समाजवाद

उदय एवं विकास

समाज की कोई एक सर्वमान्य परिभाषा नहीं है। अनेक विद्वानों ने इसे परिभाषित किया है। एक विचारधारा के रूप में समाजवाद अनेक सिद्धांतों को समाहित किए हुए है, जैसे अराजकतावाद, श्रमिकसंघवाद तथा लोकतांत्रिक समाजवाद। राजनीतिक संगठन के संदर्भ में समाजवाद के अनेक प्रकार विद्यमान हैं। उनमें से कुछ अधिनायकवादी रहे हैं जबकि कुछ लोकतांत्रिक। आर्थिक संगठन के संदर्भ में भी समाजवाद के अनेक प्रकार प्रचलित हैं। कुछ अर्थव्यवस्थाएं अत्यधिक केंद्रीकृत रही हैं, जबकि अन्य पूर्णत: विकेंद्रीकृत। समाजवाद की ये सभी व्यवस्थाएं समानता की पक्षधर हैं, यद्यपि समानता के अर्थ के विषय में उनमें व्यापक मतभेद हैं।

समाजवाद को समझने से पूर्व यह देखना आवश्यक है कि आधुनिक काल में उसका उदय किस प्रकार हुआ। यह पूंजीवाद के उदय और विकास के विरुद्ध प्रतिक्रियास्वरूप प्रकट हुआ था। 'अहस्तक्षेप के सिद्धांत' ने समाज में गंभीर संकट उत्पन्न किए थे। उन्नीसवीं शताब्दी के मध्य तक 'अहस्तक्षेप के सिद्धांत' को व्यापक समर्थन मिलने लगा था। उस समय तक इंग्लैंड विश्व का प्रथम औद्योगिक राष्ट्र बन चुका था। विक्टोरियायुगीन इंग्लैंड की संपन्नता सहज देखी जा सकती थी। लोग इस बात के प्रति आश्वस्त थे कि प्रतियोगिता से समाज में कार्यक्षमता तथा संपत्ति बढ़ती है। वे सर्वाधिक 'समर्थवान के अस्तित्व के सिद्धांत' को सर्वमान्य प्राकृतिक नियम मानते थे। किंतु उन्नीसवीं शताब्दी के अंत तक इस सिद्धांत की विसंगतियां स्पष्ट होने लगी थीं। आर्थिक शक्ति कुछ हाथों में सिमट गई थी। अधिकांश लोग भयानक गरीबी की हालत में थे। उनके पास चयन की कोई स्वतंत्रता ही नहीं थी क्योंकि वे जिंदा रहने के लिए भी अपनी मजदूरी पर ही पूरी तरह निर्भर थे। वे इस स्थिति में भी नहीं थे कि अपनी आवश्यकताओं के बारे में कोई निर्णय ले सकें क्योंकि उनमें शिक्षा का सर्वथा अभाव था। यह भी अनुभव किया जाने लगा था कि 'हितों के सामंजस्य' से संबंधित सिद्धांत में भी कोई अधिक सच्चाई नहीं थी। उद्योगपति स्वयं अपने हित-साधन में ही व्यस्त थे। उनको सामुदायिक हितों की कोई विशेष परवाह नहीं थी। मध्यकालीन युग में उचित दर के प्रति एक सुनिश्चित सहमति व्याप्त थी परंतु अब उचित दर जैसी कोई बात नहीं थी। अब कीमतें नैतिक कानूनों से नहीं बल्कि आर्थिक कानूनों से नियंत्रित थीं। लोग इस बात को मानते थे कि यदि प्रत्येक को अपने ढंग से व्यापार करने दिया गया तो उस स्थिति में जंगल का कानून समाज पर हावी होने लगेगा।

प्रतियोगिता से भी वांछित परिणाम नहीं निकले। उसने स्वयं अपने उद्देश्यों को विफल कर दिया। प्रारंभिक अवस्था में उसने आर्थिक उद्यमों की कार्यक्षमता अवश्य बढ़ाई लेकिन जैसे ही बड़े संगठन आर्थिक

शक्ति पर अपना एकाधिकार स्थापित करने लगे वैसे ही छोटे-संगठनों के अस्तित्व मिटने लगे। हम अपने देश भारत में भी पूंजीवाद का प्रभाव देख सकते हैं। यहां अर्थव्यवस्था का अधिकांश गिने-चुने बड़े औद्योगिक घरानों के नियंत्रण में है। इस प्रकार स्वयं पूंजीवाद ने उद्यमियों की स्वतंत्रता को सीमित किया है।

पूंजीवाद ने वास्तव में विभिन्न देशों की संपदा में अभिवृद्धि की। इससे यूरोप में अभूतपूर्व संपन्नता आई। मज़दूरी में वास्तविक वृद्धि हुई। परंतु शीघ्र ही बाजारों में उत्पादित सामान की भरमार हो गई। ज्यों-ज्यों प्रतियोगिता बढ़ी, व्यवस्था में संकट उत्पन्न होने लगे, उत्पादन चरम सीमा तक पहुंच गया। लोगों को यह आशंका होने लगी कि एक स्थिति ऐसी भी आ सकती है जिसमें सभी विक्रेता हो जाएंगे और कोई खरीददार ही नहीं बचेगा। बहुलता तथा मंदी के व्यापार-चक्र बारंबार घटित होने लगे। बेरोजगारी एक आम बात हो गई। लोग यह अनुभव करने लगे कि बहुलता के बीच इतनी अधिक गरीबी क्यों है ? इनमें से कुछ कारणों ने कार्ल मार्क्स को इस भविष्यवाणी के लिए प्रेरित किया कि पूंजीवाद के विनाश के बीज स्वयं पूंजीवाद में ही निहित हैं। समाजवाद की यह मान्यता थी कि पूंजीवाद समतावाद का निषेध करता है, वह अक्षम है तथा वह सब के सुख तथा न्याय की उपेक्षा करता है।

विशेषताएं

समाजवाद का तात्पर्य निम्नलिखित परस्पर संबंधित तत्त्वों से है :

- समतावादी समाज
- मूल आवश्यकताओं की पूर्ति
- उत्पादन के महत्त्वपूर्ण साधनों का सार्वजनिक स्वामित्व, और
- सेवा का आदर्श।

समतावादी समाज

जी.डी.एच. कोल के शब्दों में समाजवाद, ऐसी मानव बंधुत्व की व्यवस्था पर बल देता है जो वर्ग, जाति व रंग-विषयक भेदों को नकारती है अथवा उनका खंडन करती है। इसका उद्देश्य समाज में समुचित समानता लाना है ताकि सभी समान शर्तों पर एक-दूसरे के साथ निर्वाह कर सकें। इसकी यह मान्यता है कि समानता के बिना वास्तविक स्वतंत्रता संभव नहीं हो सकती। सुरक्षा के अभाव में स्वतंत्रता नहीं रह सकती।

मूल आवश्यकताओं की पूर्ति

यह पहले तत्त्व पर आधारित हैं। समाजवादियों का यह तर्क है कि 'लाभ की इच्छा' का स्थान सेवा भाव को लेना चाहिए। कीमतें उपयोग से निर्धारित होनी चाहिए न कि विनिमय की शर्तों से। वितरण का आधार यह नहीं होना चाहिए कि वह कहां से अधिकतम कीमत पा सकेगा बल्कि यह होना चाहिए कि उसकी कहां सर्वाधिक आवश्यकता है। राज्य की संपत्ति इस प्रकार वितरित होनी चाहिए ताकि सबसे गरीब आदमी भी अपनी मूल आवश्यकताएं पूरी कर सके। हमें पहले सबके लिए पर्याप्त साधन अनिवार्यतः सुनिश्चित करने चाहिए तब कहीं अतिरिक्त लाभ की बात सोचनी चाहिए।

सार्वजनिक स्वामित्व

समाजवाद भूमि, शक्ति, बैंक आदि उत्पादन-साधनों के सार्वजनिक स्वामित्व व नियंत्रण में विश्वास रखता है। ये संसाधन समाज के किसी भाग विशेष के हित में प्रशासित न होकर सभी के हित में प्रशासित होने चाहिए। कुछ लोगों के सुख के बजाय सब का सुख इस व्यवस्था में महत्वपूर्ण माना जाता है। समाजवादियों का यह भी विश्वास है कि सामूहिक

स्वामित्व वाला कोई उद्यम आर्थिक दृष्टि से अधिक कार्य-सक्षम और नैतिक दृष्टि से अधिक संतोषप्रद होता है। समाजवाद की यह मान्यता है कि संपत्ति की विषमाएं, समाज में अवसरों की विषमताएं पैदा करती हैं। भर्ती की व्यवस्था, श्रेष्ठता के चयन को निश्चित नहीं करती। संपन्न वर्ग के बच्चों को जो अवसर मिलते हैं, वे निर्धन वर्ग के बच्चों को नहीं मिल पाते। इस दृष्टि से गरीब अपने जीवन का प्रारंभ ऐसी स्थिति से करता है जो उसके लिए लाभप्रद नहीं है। विषमता की ऐसी स्थिति वास्तव में राज्य की स्थिरता के लिए खतरनाक है। इस प्रकार की विषमता पहल करने की प्रवृत्ति का विनाश करती है और इसलिए वह अमानवीय है।

सेवा का आदर्श

समाजवाद, सार्वजनिक भलाई अथवा सामान्य जनकल्याण के लिए सभी नागरिकों के समान उत्तरदायित्व पर बल देता है। वह कठोर भौतिकवाद तथा प्रतिष्ठित उदारवादियों के व्यक्तिवाद, दोनों का विरोध करता है। पूंजीवादी समाज विकृतियां पैदा करता है। वह अत्यधिक विशेषज्ञता का आग्रह करता है। कारीगरों को उनकी कारीगरी पर गर्व करने से वंचित करता है। सामंती समाज में शिल्पी किसी भी वस्तु का निर्माण पूरी तरह स्वयं करते थे। ऐसी कृति में उन्हें अपनी सृजनात्मक क्षमता का आभास पाकर आनंद प्राप्त होता था, लेकिन अब व्यक्ति मशीन का मात्र एक पुर्जा बनकर रह गया है। कोई पूर्ण कृति बनाने के बजाय वह केवल उसका एक छोटा भाग ही निर्मित करता है। यह संभव है कि उसे इस बात का पता ही न चले कि उसके द्वारा निर्मित भाग कहां, किस चीज से जोड़ा जाएगा। वह उत्पादन की शृंखला की केवल एक कड़ी ही बन कर सामने आता है। परंतु वह झुग्गी-झोंपड़ियों में रहने को बाध्य है या उसे हफ्ते-महीनों बाज़ार में मजदूरी के लिए खड़े रहना पड़ता है। आधुनिक उद्योगों की इन स्थितियों से वह हताश होता है। मज़दूर इन हालात में इंसान नहीं रह पाता। पूंजीवादी समाज के इसी लक्षण ने मार्क्स, रस्किन, मॉरिस, लास्की व गांधीजी को पूंजीवादी व्यवस्था के विरोध में आवाज उठाने के लिए प्रेरित किया। गांधीजी ने पूंजीवाद को अनैतिक ठहराया क्योंकि उनके मत में पूंजीवाद लोभ व धनलोलुपता को केवल क्षम्य ही नहीं मानता बल्कि उसको गौरवान्वित भी करता है।

समाजवाद तथा साम्यवाद शब्दों का प्रायः पर्याय के रूप में प्रयोग किया जाता है। ऐसा प्रमुखतः कार्ल मार्क्स के शक्तिशाली प्रभाव के कारण हुआ है। इसके बावजूद, इन दोनों में भेद बताना अत्यंत आवश्यक है क्योंकि साम्यवाद विविध मिश्रित सिद्धांतों से मिल कर आज एक स्पष्ट विचारधारा बन गया है जबकि समाजवाद अभी भी एक प्रवृत्ति है। इसे वैविध्यपूर्ण सिद्धांतों के लिए प्रयुक्त एक लेबिल माना जाता है। एक अर्थ में साम्यवाद भी समाजवाद का एक रूप है। इसकी विस्तृत व्याख्या अगले अध्याय में की जाएगी। यहां केवल यह स्पष्ट करना पर्याप्त होगा कि मार्क्स द्वारा प्रतिपादित साम्यवाद इस सुनिश्चित मान्यता पर आधारित है कि मानव इतिहास का भावी रूप क्या होगा जबकि समाजवाद की प्रकृति नैतिक है वह यह बताता है कि मानव इतिहास को क्या होना चाहिए। समाजवादियों को यह ज्ञान है कि पूंजीवादी व्यवस्थाओं में भी समानता की अधिक क्षमता विद्यमान है। वे सभी 'सर्वहारा की तानाशाही' के आदर्श को अस्वीकार करते हैं। उनके लिए क्रांति न तो अपरिहार्य है और न आवश्यक। लोकतांत्रिक समाज का मूल मंत्र क्रमिक विकास है। प्रचलित लोकतांत्रिक ढांचे मे आवश्यक सुधार किए जा सकते हैं।

मार्क्सवाद का हिंसक क्रांति में विश्वास था। मार्क्स ने ब्रिटेन जैसे देशों में शांतिपूर्ण परिवर्तन की संभावना को अवश्य स्वीकार किया था, लेकिन कुल मिलाकर उसकी यह मान्यता थी कि पूंजीवादी व्यवस्था का हिंसा के बिना तख्ता नहीं पलटा जा सकता, क्योंकि कोई भी सत्ताधारी वर्ग अपने आप शक्ति नहीं छोड़ता। इसके विपरीत, लोकतांत्रिक समाजवाद संसदीय लोकतंत्र के माध्यम से शांतिपूर्ण परिवर्तनों पर बल देता है। इसका स्वाभाविक अर्थ यह है कि इन दोनों व्यवस्थाओं का राज्य की प्रकृति व भूमिका के संदर्भ में भिन्न दृष्टिकोण है। मार्क्स के अनुसार राज्य पूंजीपतियों के हाथों में अपना प्रभुत्व स्थापित करने का ऐसा साधन है। जिसका पूंजीपति वर्ग ने जनसाधारण को दबाने व शोषण करने के लिए उपयोग किया है। इसके विपरीत, समाजवादियों ने राज्य को आर्थिक शक्तियों से स्वायत्त माना है। उनके विचार में राज्य के पास इतनी क्षमता है जिसके द्वारा वह समाज में आर्थिक व राजनीतिक शक्ति का पुनर्वितरण कर सकता है। उन्नीसवीं शताब्दी के मध्य में ब्रिटेन के 'चार्टिस्ट आंदोलन' तथा बीसवीं शताब्दी के प्रारंभ में गिल्ड समाजवाद व फेबियन समाजवाद, सभी ने क्रांतिकारी तरीकों को अस्वीकार किया था। इसके स्थान पर उन्होंने मताधिकार के विस्तार (चार्टिस्ट), संरक्षणकारी राज्य (लोकतांत्रिक समाजवाद), सुधार के साधन के रूप में राज्य (फेबियन समाजवाद), उद्यमों के आत्म-संचालन से युक्त उत्पादक-राज्य (सिंडिकलिज्म), तथा मजदूर संगठनों के द्वारा शासन (गिल्ड समाजवाद) आदि कार्यक्रमों को अपनाया था।

स्वतंत्रता प्राप्ति के तुरंत बाद भारत भी समाजवाद का पक्षधर था। हमारे अधिकांश नेता जैसे नेहरू, जयप्रकाश नारायण तथा डा. लोहिया समाजवादी विचारों व सिद्धांतों के प्रबल समर्थक थे। इसी संदर्भ में समाजवादी-समाज को नियोजित अर्थव्यवस्था का एक लक्ष्य घोषित किया गया। हमने लोकतंत्र को फेबियन प्रकार के सामूहिक नियंत्रणों से समन्वित करने का प्रयास किया है, जो हमें आयात-निर्यात के नियमन, उपभोक्ता वस्तुओं के उत्पादन पर रोक तथा औद्योगिक प्रतिष्ठानों के लाईसेंस आदि के लिए प्रेरित करते हैं। गरीबी का उन्मूलन तथा आर्थिक आत्मनिर्भरता भारतीय राज्य के दो प्रमुख कार्य माने गए हैं। नेहरू ने आर्थिक जीवन में राज्य के व्यापक हस्तक्षेप द्वारा सार्वजनिक क्षेत्र को प्रोत्साहित करना चाहा ताकि संसाधन जुटाए जा सकें और रोज़गार के उपयुक्त अधिक अवसर पैदा किए जा सकें। तथापि, अब भारत भूमंडलीकरण, उदारीकरण तथा निजीकरण के लक्ष्यों का अनुसरण कर रहा है।

कोयला, इस्पात, बैंक व ऊर्जा जैसे बुनियादी उद्योगों के राष्ट्रीयकरण की दिशा में आवश्यक कदम उठाए गए हैं। भारत ने सार्वजनिक आवास, स्वास्थ्य, प्रौढ़ शिक्षा तथा भूमि सुधारों से संबंधित कार्यक्रम भी लागू किए हैं, परंतु भारतीय समाजवाद केवल इतना समाजवादी है कि उसने मात्र कुछ संसाधनों का पुनर्वितरण ही किया है। वह वास्तविक अर्थ में समाजवादी नहीं है।

अब यह अधिकाधिक अनुभव किया जाने लगा है कि किसी न किसी रूप में समाजवाद आवश्यक है। परंतु हम यह भी जान गए हैं कि केवल लोककल्याणकारी सेवाओं तथा सरकारी नियमनों से समाजवाद नहीं लाया जा सकता। वास्तव में, कुछ क्षेत्रों में इसने केंद्रीकरण तथा नौकरशाही को ही बढ़ावा दिया है। जयप्रकाश नारायण, राम मनोहर लोहिया तथा रॉजर गॉरौड़ी सरीखे समाजवादियों ने राजनीतिक शक्ति तथा अर्थव्यवस्था के विकेंद्रीकरण पर अत्यधिक बल दिया है। केंद्रीकृत नियोजन आर्थिक विकास की एक ऐसी समरूपी व्यवस्था निर्मित करता है जो वैयक्तिक आकांक्षाओं

की स्थानीय विविधता पर पूरा ध्यान केंद्रित नहीं कर पाती। किसी भी अच्छे समाज में कर्तव्यों का निर्धारण वास्तव में व्यक्तिगत क्षमताओं, अभिरुचियों, पुरस्कारों तथा सामान्य जीवन में व्यक्ति के योगदान के आधार पर किया जाना चाहिए। सामाजिक जीवन की जटिल प्रकृति की अनुभूति तथा विभिन्न समूहों की महत्ता समाजवाद को अति केंद्रीकरण, नौकरशाहीकरण तथा समरूपता की कमियों से बचा सकती है। हमें अनिवार्यत: ऐसी मानव आवश्यकताओं की पहचान करनी चाहिए तथा निर्णय-निर्माण के ऐसे व्यापक केंद्र स्थापित करने चाहिए जो विभिन्न स्तरों पर आर्थिक व राजनीतिक पहल का सिलसिला शुरू कर सकें। इस प्रकार के सिद्धांतों को कैसे व्यावहारिक रूप दिया जा सकता है, यही हमारे समय में समाजवाद के समक्ष सबसे प्रमुख चुनौती है।

आज यह भी अनुभव किया जा रहा है कि सार्वजनिक स्वामित्व तथा आर्थिक सहायता केवल बड़े निगमों को ही लाभ पहुंचाती है। वे व्यापारिक प्रतिस्पर्धा के खतरों को कम करती है। कर व्यवस्था भी मजदूरों की अपेक्षा केवल बड़े धनिकों को ही लाभ पहुंचाती है। अत्यधिक संपन्न वर्ग की संपत्ति को बहुसंख्यक निर्धन वर्ग में पुनर्वितरित करने के काम में इससे बहुत कम सहायता मिली है। इसने प्राय: संपत्ति का पुनर्वितरण मध्यम वर्ग तक ही सीमित रखा है।

अपने उद्देश्यों को कार्यरूप देने के लिए समाजवाद को स्वयं अपने-आप को रूपांतरित करना होगा। यह हो सकता है कि भविष्य में उसे एक ओर उदारवाद तथा दूसरी ओर मार्क्सवाद तथा एक ओर संभवत: वैयक्तिक पहल व न्याय तथा दूसरी और वर्ग-संघर्ष के मध्य से किसी प्रकार का संतुलन स्थापित करना पड़ेगा।

अभ्यास

1. समाजवाद की प्रमुख विशेषताओं का वर्णन कीजिए।
2. समाजवाद तथा साम्यवाद में अंतर बताइए।
3. भारत में कौन-कौन से समाजवादी प्रयास किए गए हैं?
4. टिप्पणी लिखिए :
   (क) समतावादी समाज
   (ख) लोकतांत्रिक समाजवाद
   (ग) गिल्ड समाजवाद

अध्याय 14

मार्क्सवाद

उदय

सोलहवीं शताब्दी के अंत तक इंग्लैंड में औद्योगिक व्यवस्था पूर्ण रूप से स्थापित हो चुकी थी। मशीन निर्मित वस्तु की तुलना में हस्तशिल्पियों का संघर्ष निष्फल हो गया था। इसलिए उन्हें मजबूर होकर अपना काम छोड़कर श्रमिक के रूप में कारखानों में काम करना पड़ा। इस नई व्यवस्था ने श्रमिकों के लिए अनेक संकट पैदा किए। उन्हें प्राय: एक दिन में 16 से 18 घंटे तक श्रम करना पड़ता था। कपड़ा मिलों में सफाई व स्वास्थ्य की उपयुक्त सुविधाओं का अभाव था। कारखानों के बाहर ये मजदूर भीड़-भरी गंदी झुग्गी-झोपड़ियों में रहते थे। उनमें से अधिकांश छोटे ग्रामीण समुदायों से आकर शहरों में बस गए जिस कारण नए शहरी परिवेश में उनकी पहचान खो गई। कारखानों ने उन्हें अपने घरवालों तथा बिरादरी से पृथक कर दिया था। इस दशा में वे ऐसी मशीन का पुर्जा बनकर रह गए थे जिस पर उनका कोई बस नहीं था।

सेंट साइमन, राबर्ट ओवेन जैसे प्रारंभिक समाजवादी इन स्थितियों से बहुत संत्रस्त थे। मार्क्स उन सशक्त चिंतकों में से एक थे जिन्होंने प्रारंभिक औद्योगीकरण की उथल-पुथल को भली-भांति समझा था। यह बात *कम्युनिस्ट मेनिफेस्टो* से भली-भांति प्रकट होती है जो उन्होंने फ्रेडरिक एंगिल्स के साथ मिल कर लिखा था। मानवीय आधार पर समाज को रूपांतरित करने के लिए मार्क्स उत्सुक था। उसकी तलाश अनिवार्यत: एक मानवोचित सामाजिक व्यवस्था की स्थापना से संबंधित थी। उसने एक ऐसे समाज की उलझनों को उजागर किया जो लाभ, प्रतियोगिता व 'अहस्तक्षेप के सिद्धांतों' पर आधारित था। उसने यह स्पष्ट किया कि दुर्दशा व अलगाव का स्रोत वास्तव में पूंजीवादी व्यवस्था में निहित है जो उक्त सिद्धांतों के आधार पर काम करती है।

मार्क्सवाद के सिद्धांत

मार्क्सवाद के प्रमुख सिद्धांत इस प्रकार हैं :

- द्वंद्वात्मक भौतिकवाद
- ऐतिहासिक भौतिकवाद
- वर्ग-संघर्ष
- पूंजीवाद की समालोचना
- क्रांति तथा सर्वहारा वर्ग का अधिनायकवाद
- वर्गहीन समाज का उदय

द्वंद्वात्मक भौतिकवाद

मार्क्स, हीगल के इस मत से सहमत थे कि इतिहास एक प्रक्रिया है, परंतु इस प्रक्रिया की प्रकृति के संबंध में वह हीगल से सहमत नहीं थे। जहां हीगेल ने विचारों व चेतना की प्राथमिकता के संदर्भ में मानव इतिहास की व्याख्या की, वहां मार्क्स ने भौतिक शक्तियों को प्राथमिकता दी। उसके अनुसार उत्पादन के साधन तथा

प्रकार ही परिवर्तन के अभिकरण होते हैं। उत्पादन का प्रकार वह तरीका है जिसमें उत्पादन के साधनों का प्रयोग किया जाता है। साधन वास्तव में ऐसे उपकरण व तकनीकें होती हैं जिनके द्वारा आर्थिक उत्पादन किया जाता है। मानव-श्रम तथा संगठन भी साधनों के ही उदाहरण हैं। उत्पादन प्रणाली वह तरीका है जिसके अनुसार सत्ताधारी वर्ग अपने हितों की पूर्ति के लिए उत्पादन के साधनों का प्रयोग करता है। इस प्रकार उत्पादन प्रणाली में उत्पादन के संबंध तथा साधन दोनों सम्मिलित होते हैं। सत्ताधारी वर्ग उत्पादन के साधनों पर अपना नियंत्रण बनाए रखता है ताकि समूची सामाजिक व्यवस्था पर उसका नियंत्रण स्थापित हो सके। *ए कंट्रीब्यूशन टु क्रिटीक पोलिटिकल इकोनॉमी* में मार्क्स ने यह घोषणा की कि समाज का इतिहास भौतिक उत्पादन का इतिहास है। वह भौतिक उत्पादनकारी शक्तियों तथा उत्पादन संबंधों के अंतर्विरोध का इतिहास है जो उनके परिणामस्वरूप प्रकट होते हैं। यह अंतर्विरोध वर्ग-संघर्ष की सहायता से सुलझाया जाता है।

मार्क्स, हीगल के इस विचार से भी सहमत थे कि इतिहास द्वंद्वात्मक संबंधों का क्रियान्वयन है। हीगल के 'द्वंद्वात्मकता का सिद्धांत' का संबंध केवल विचारों तक ही सीमित था, जबकि मार्क्स ने द्वंद्वात्मक प्रक्रिया में आर्थिक कारकों की भूमिका पर बल दिया। मार्क्स के अनुसार यह प्रकृति तथा मानव एवं क्रमिक बनने वाले सामाजिक संगठनों तथा प्रतियोगी सामाजिक वर्गों में व्याप्त तनावों का निराकरण है। द्वंद्वात्मकता एक ऐसी प्रक्रिया है जो ऐतिहासिक परिवर्तन को चरितार्थ करती है। इस परिवर्तन की प्रक्रिया के दौरान किसी समय-विशेष में सामाजिक शक्तियों के एक समूह को वाद, दूसरे को प्रतिवाद तथा तीसरे को संवाद के रूप में अभिव्यक्त किया जा सकता है इसके उदाहरणस्वरूप यह कहा जा सकता है कि वाद (जैसे सामंतवाद) का मुकाबला प्रतिवाद (जैसे पूंजीवाद) से होता है जो कि वर्ग-संघर्ष के माध्यम से विकास की अगली अवस्था में पहुंचता है जिसे संवाद (जैसे समाजवाद) कहा जा सकता है। इस संवाद में वाद तथा प्रतिवाद दोनों के सर्वोत्तम लक्षण समाहित होते हैं। प्रत्येक अवस्था, इस प्रक्रिया के दौरान संक्रमणशील होती है। उसके उदय के साथ ही उसके विषय में यह पूर्वानुमान भी रहता है कि कालांतर में वह विकास की अगली अवस्था के लिए स्थान बनाएगी।

ऐतिहासिक भौतिकवाद

ऐतिहासिक भौतिकवाद, सामाजिक संदर्भ में द्वंद्वात्मक भौतिकवाद का क्रियात्मक रूप है, हीगल की भांति मार्क्स ने भी इतिहास को मानव गतिविधि का सर्वग्राही संदर्भ माना था परंतु फ्युअरबैक का अनुसरण करते हुए मार्क्स ने यह तर्क प्रस्तुत किया कि व्यक्ति अपनी इच्छाओं, कार्यों तथा उस व्यापक आर्थिक व्यवस्था से संगठित होता है जिसका वह एक अंश है। उसके अनुसार आर्थिक गतिविधि समस्त अन्य गतिविधियों का आधार निर्धारित करती है। राजनीतिक व्यवस्था, न्यायिक विचार तथा नैतिक धारणाएं, ये सभी उस पद्धति से उत्पन्न होते हैं जिनसे आर्थिक गतिविधियां संरचित होती हैं। सामाजिक अस्तित्व मूलत: उत्पादन संबंधों की एक ऐसी शृंखला है जो सुनिश्चित उत्पादन के प्रकारों की समानुपाती है। *क्रिटीक ऑफ पोलिटिकल इकोनॉमी* में मार्क्स ने आर्थिक आधार (उत्पादन संबंध) तथा अधि-संरचना (संस्कृति, राजनीति, दर्शन साहित्य) में अंतर स्पष्ट किया है।

मार्क्स की यह मान्यता है कि इतिहास उत्पादनकारी शक्तियों के आत्मविकास का एक अभिलेख है। उसकी प्रत्येक अवस्था ऐसे सामाजिक स्वरूप से

चरितार्थ होती है जिसकी अपनी एक विशिष्ट उत्पादन पद्धति होती है। जब एक समाज किसी दूसरे समाज का स्थान लेता है तो इस स्थिति में इसकी उत्पादन पद्धति, दूसरी उत्पादन पद्धति का स्थान ले लेती है। सामाजिक स्वरूपों की इस शृंखला में आदिम समाज, दास समाज, सामंती समाज, बुर्जुआ समाज तथा अंततः भावी वर्गहीन समाज क्रमशः आते हैं। यह भावी वर्गहीन समाज की अवस्था मानव प्रगति की चरम सीमा होगी। इससे एक व्यक्ति, दूसरे व्यक्ति के शोषण से मुक्त हो जाएगा। उत्पादन पद्धति में परिवर्तन के साथ स्वयं समाज का स्वरूप बदल जाता है तथा एक नई सामाजिक व्यवस्था जन्म लेती है। यह पूर्ववर्ती सामाजिक अवस्था से यथार्थ रूप में बेहतर होती है क्योंकि यह उत्पादन-संबंधों को उत्पादन-शक्तियों के परिवर्तनों के अनुरूप बनाती है।

वर्ग संघर्ष

मार्क्स ने आर्थिक वर्गों में संघर्ष की स्थिति स्थायी रूप से बने रहने पर बल दिया था। प्रौद्योगिकी (टेक्नोलॉजी) में परिवर्तन तथा कार्यों की विशेषज्ञता, प्रतिष्ठा, संपत्ति व राजनीतिक शक्ति में अंतर लाती है। इसके परिणामस्वरूप नए सामाजिक वर्ग विकसित होते हैं। उनमें से कुछ उत्पादन-साधनों के स्वामी होते हैं जबकि कुछ उनके सहारे जीते हैं। बहुत जल्दी ही इन दोनों प्रतिद्वंद्वी-वर्गों में अपरिहार्य संघर्ष प्रकट होता है। मार्क्स और ऐंगिल्स ने *कम्युनिस्ट मेनिफेस्टो* में लिखा था कि ''अब तक सभी समाजों का इतिहास वर्ग-संघर्ष का इतिहास रहा है।'' संघर्ष इसलिए है कि जिनका उत्पादन-साधनों पर स्वामित्व है वे मज़दूरों की कमज़ोर आर्थिक स्थिति का अपने हित में उपयोग करते हैं। वे मज़दूरों से अधिकतम काम लेते हैं और बदले में उन्हें कम से कम मज़दूरी देते हैं। पूंजीवादी समाज में समाज दो प्रतिद्वंद्वी वर्गों में बंट जाते हैं- *बुर्जुआ* वर्ग जिसके पास संपत्ति होती है तथा *सर्वहारा वर्ग* जो बहुसंख्यक होने के बावजूद बुर्जुआ वर्ग से शोषित होते हैं। कालांतर में यह संघर्ष अत्यधिक तेज हो जाता है क्योंकि इस स्थिति में मजदूर न्यूनतम जीवनस्तर से नीचे का जीवननिर्वाह करने पर मजबूर हो जाते हैं। वे औद्योगिक व्यवस्था द्वारा उत्पादित सामान को नहीं खरीद पाते।

राज्य, विकास की एक विशिष्ट अवस्था में, आर्थिक दृष्टि से प्रभुताशाली वर्ग के हाथ का खिलौना बन जाता है। राजनीतिक शक्ति वास्तव में आर्थिक शक्ति की ही उपज है। जैसे ही आर्थिक शक्ति सामंती वर्ग से बुर्जुआ वर्ग के पास आ जाती है, वैसे ही राजतंत्र, प्रतिनिधि-लोकतंत्र के लिए जगह बना देता है जो कि उद्यमियों द्वारा नियंत्रित होता है। 'राजाओं के दैवी अधिकार का सिद्धांत' आधुनिक उदारवाद को अपना स्थान दे देता है। शक्ति की संरचना पर विशेषकर कानून, पुलिस तथा न्यायिक व्यवस्था पर प्रभुताशाली वर्ग के प्रभुत्व को सुदृढ़ करने के लिए उदारवादी सिद्धांतों का प्रयोग किया जाता है। इस प्रकार राज्य, समाज के कमजोर वर्गों के शोषण के लिए प्रभुताशाली वर्ग के हाथों में एक साधन बन कर रह जाता है।

पूंजीवाद की समालोचना

मार्क्स के सर्वाधिक दीर्घजीवी लेखन, विशेषतः दास *केपिटल* में पूंजीवाद की समालोचना थी। कोई भी अन्य लेखक उसके नैतिक उत्साह तथा सुव्यवस्थित विश्लेषण की बुलंदियों को आज तक छू नहीं सका है। मार्क्स का यह तर्क था कि पूंजीवादी व्यवस्था का मूल विरोधाभास यह है कि एक ओर जहां वह फैक्टरी प्रणाली के विकास के कारण विविध कार्यों में पारस्परिक निर्भरता का परिचय देती है वहीं दूसरी

और उससे निजी हितों में आर्थिक शक्ति का केंद्रीकरण होता है। इस प्रकार जहां उत्पादन का संगठन सामाजिक है वहीं उसका वितरण निजी हाथों में है। मार्क्स इस बात के प्रति आश्वस्त था कि पूंजीवाद का पतन अपरिहार्य है। इतिहास की द्वंद्वात्मक प्रक्रिया में मार्क्स का विश्वास ही उसे अपने पूर्ववर्ती विचारकों से अलग करता है।

मार्क्स के अनुसार पूंजीवादी समाज की एक अन्य कमी यह है कि उससे अत्यधिक असमानता विकसित होती है। जनता का एक बहुसंख्यक वर्ग इस व्यवस्था में गरीबी व अभाव का शिकार होता है। पूंजीवादी व्यवस्था मज़दूरों के खून-पसीने पर टिकी हुई है और इसके बावजूद वे ही इस व्यवस्था के बुरी तरह शिकार होते हैं। इन्हें उत्पादन की तुलना में बहुत कम मिलता है। इस व्यवस्था में कुछ लोग, अधिकांश को गरीबी की हालत में रख कर स्वयं विलासिता का जीवन जीते हैं। किसी वस्तु के मूल्य-निर्धारण का एक मात्र तरीका उसके उत्पादन पर लगी मज़दूरी का आकलन ही होता है। इस मापदंड के अनुसार मज़दूर ही मूल्य के नियामक होते हैं पूंजीपति नहीं, लेकिन मज़दूरों को ही अपने भाग से वंचित रहना पड़ता है और उन्हें कम से कम मज़दूरी दी जाती है। मज़दूरों द्वारा उत्पादित अतिरिक्त लाभ पूंजीपति ले जाता है। मार्क्स ने उत्पादन मूल्य तथा विक्रय मूल्य के अंतर को अतिरिक्त मूल्य की संज्ञा दी है, जो पूंजीपतियों द्वारा मज़दूरों के शोषण का माध्यम बन जाता है। लाभ के लिए पूंजीपति भी आपस में प्रतिद्वंद्वी बन जाते हैं।

पूंजीवाद का एक लक्षण यह है कि वह मज़दूरों को एक करता है और उनमें सामुदायिक भाव पैदा करता है। सामंती युग के मज़दूर एक दूसरे से अलग एकाकी परिस्थितियों में रहते थे। माल का निजी उत्पादन होता था। आधुनिक फैक्टरी प्रणाली मज़दूरों को एकजुट करती है, उनमें वर्गीय चेतना पैदा करती है तथा इस प्रकार वह अंततः संगठित वर्गीय संघर्ष का मार्ग प्रशस्त करती है जो क्रांति की ओर जाता है। प्रारंभ में मार्क्स का यह विचार था कि क्रांति हिंसक ही होगी। बाद में, विशेषतः 1848 के उपरांत, मार्क्स ने अपने दृष्टिकोण में परिवर्तन किया तथा क्रांति के अन्य रास्तों को भी अपने चिंतन में समाहित किया। उसके अनुसार समाजवाद की दिशा में संक्रमण किसी देश की सामाजिक आर्थिक स्थितियों के अनुरूप ही हो सकता है। इस संदर्भ में उसने इंग्लैंड का उदाहरण दिया जहां समाजवाद की दिशा में संक्रमण अधिक शांतिपूर्ण हो सकता था।

पूंजीवाद का मूल विरोधाभास यह है कि जहां एक ओर उसने फैक्टरी प्रणाली के माध्यम से मज़दूरों को परस्पर निर्भरता की ओर प्रवृत्त किया, वहीं दूसरी ओर वह सभी के हित में संपत्ति वितरित करने में विफल रहा है। उत्पादन-साधनों के सामाजीकरण को निजी मुनाफे की किसी भी व्यवस्था से जोड़ा नहीं जा सकता। इस विरोधाभास को सामंतवाद व समाजवाद

	सामंतवाद (वाद)	*पूंजीवाद (प्रतिवाद)*	*समाजवाद (संवाद)*
उत्पादन का संगठन	निजी	सामाजिक	सामाजिक
वितरण का निजी सिद्धांत	निजी	निजी	सामाजिक

की निम्नलिखित विशेषताओं के संदर्भ में अच्छी तरह समझा-परखा जा सकता है।

क्रांति और सर्वहारा वर्ग का अधिनायकवाद

जैसे ही समाजवादी क्रांति होती है, राजनीतिक-आर्थिक शक्ति सर्वहारा वर्ग के हाथों में आ जाती है और बुर्जुआ लोकतंत्र के स्थान पर सर्वहारा की तानाशाही स्थापित हो जाती है। इस तानाशाही में ही सच्चा लोकतंत्र प्रकट होता है क्योंकि यह व्यवस्था मूलतः चंद शोषकों के विरुद्ध व्यापक बहुमत वाली मजदूरों की सरकार होती है। इस व्यवस्था के दौरान सर्वहारा वर्ग उत्पादन-साधनों पर राज्य का नियंत्रण स्थापित करके तथा सभी नागरिकों को नई सामाजिक व्यवस्था में समान भागीदार बना के बुर्जुआ व्यवस्था के बचे-खुचे अवशेष भी ध्वस्त कर देता है।

वर्गहीन समाज का उदय

जैसे ही बुर्जआ वर्ग पूरी तरह नष्ट हो जाएगा वैसे ही राज्य विलुप्त हो जाएगा और ऐसा समाज पैदा होगा जिसमें न तो राज्य होगा और न कोई वर्ग। ऐसे समाज में हर व्यक्ति अपनी क्षमता के अनुसार योगदान देगा और अपनी आवश्यकतानुसार पाएगा। मार्क्स को यह विश्वास था कि इस सामाजिक स्थिति से पैदा हुआ नया इंसान स्वाभाविक व स्वतः स्फूर्त रूप से समाज के सामान्य हित के अनुरूप अपने हितों को ढाल सकेगा। यहां यह उल्लेख आवश्यक है कि इन काल्पनिक विचारों के अतिरिक्त मार्क्स भावी समाज के विषय में कुछ नहीं कहता। उसका मूल उद्देश्य तो अपने चिंतन में पूंजीवाद की सशक्त समालोचना प्रस्तुत करना ही था। उसने हमारा ध्यान इस विचार की ओर आकर्षित किया कि व्यक्ति की दासता और अलगाव का स्रोत तो पूंजीवादी व्यवस्था में ही निहित है। व्यक्ति व्यवस्था द्वारा शोषित भी होता है और अपनी स्थिति और दासता के प्रति सचेत भी। वह व्यवस्था के विरुद्ध विद्रोह करता है क्योंकि यह एकाधिकारवादी पूंजीवाद, असमानता, वर्ग संघर्ष और जनसाधारण को कंगाली की ओर ले जाती है।

मार्क्सवाद की सीमाएं

मार्क्स ने राष्ट्रीय व देशभक्ति की भावनाओं के महत्त्व को पर्याप्त रूप से नहीं समझा। इस दृष्टि से उसका सिद्धांत वर्ण केंद्रिक (ethnocentric) है। उसने समकालीन पूंजीवादी समाज से संबंधित कुछ गहन व गूढ़ नैतिक प्रश्नों को भली-भांति समझा था। वह वर्गों तथा उनके संघर्षों से भी परिचित था, परंतु उसे अन्य समाजों और उनकी विशिष्ट संस्थाओं एवं परंपराओं की पर्याप्त जानकारी नहीं थी। ये संस्थाएं और परंपराएं प्रायः वर्गीय एकता को लांघ जाती हैं। उसने पूंजीवाद की स्वयं को परिवर्तित करने की क्षमता को कम आंका था। पश्चिम के अधिकांश देशों ने संघर्ष को मार्क्स की भविष्यवाणी के अनुरूप विकसित होने देने की अपेक्षा उसे अपने अनुकूल बनाने का प्रयास किया। इनमें से कुछ लोकतांत्रिक व्यवस्थाओं में स्वयं राज्य ने समाज के सबसे कमजोर वर्गों के पक्ष में हस्तक्षेप करने की प्रवृत्ति प्रदर्शित की है। एक अन्य अर्थ में भी उसकी भविष्यवाणी खरी नहीं उतरी। मार्क्स का विश्वास था कि क्रांति सर्वाधिक उन्नत पूंजीवादी देशों में होगी जबकि वास्तव में यह पिछड़े अल्प-विकसित पूंजीवादी समाजों में ही हुई है।

राज्य को वर्गीय-प्रभुत्व के साधन के रूप में परिलक्षित करने के प्रयास में मार्क्स ने इस तथ्य की भी उपेक्षा की कि कोई भी राज्य तब तक अधिक समय तक नहीं टिक सकता जब तक कि वह विशेष हितों से ऊपर उठकर समाज के व्यापक हितों के लिए कार्य नहीं करता। केवल राज्य ही

हमें बेहतर व संगठित जीवन का ढांचा प्रदान कर सकता है। केवल वही हमारे दावों और प्रति-दावों का समाधान कर सकता है। कुशलतापूर्वक कार्य कर रही किसी व्यवस्था में विशिष्ट हितों को सार्वजनिक कल्याण की भावना से मर्यादित होना ही चाहिए। इसके बिना व्यवस्था बिखर जाएगी। विशेष-हितों का नियमन राज्य-गतिविधि का एक बहुत महत्त्वपूर्ण कार्य है। वास्तव में, मार्क्स के पास राज्य का कोई सिद्धांत नहीं था। रूस में, व्यवस्था का ढांचा निर्मित करने के लिए लेनिन को राज्य के सिद्धांत का आविष्कार करना पड़ा। निःसंदेह पूंजीवादी व्यवस्था बुरी थी लेकिन केवल राजनीतिक शक्ति की मदद से ही उसे परिवर्तित, रूपांतरित अथवा प्रतिस्थापित किया जा सकता था। केवल राज्य ही सामान्य हित के कार्य कर सकता है। यह संभव है कि कोई पूंजीवादी राज्य किसी सर्वहारा-राज्य से प्रतिस्थापित हो जाए परंतु किसी समाज में समन्वय स्थापित करने के लिए हमें राज्य की साधन के रूप में आवश्यकता तो पड़ेगी ही।

लेनिन तथा माओ

रूस वह देश था जहां प्रथम मार्क्सवादी क्रांति हुई थी तथा व्लादीमिर इल्यीच लेनिन (1870-1924) उस क्रांति के वैचारिक प्रणेता थे। *व्हॉट इज टु बी डन* शीर्षक की अपनी पुस्तिका में लेनिन ने पूंजीवाद के अपरिहार्य पतन संबंधी मार्क्स के विचार का खंडन किया। मार्क्स का यह विश्वास था कि आर्थिक व्यवस्था में परिवर्तन से समाज व राजनीति की बाह्य-संरचना में अपने आप बदलाव कर देगा। उसकी यह घोषणा था कि हस्त-उद्योग हमें सामंती समाज देते हैं जबकि इस्पात मिल पूंजीवादी समाज में पहुंचा देती है। लेनिन ने इस सिद्धांत को नहीं माना। उसके अनुसार यद्यपि मज़दूरों में मज़दूर संघ संबंधी चेतना विद्यमान थी परंतु इसे पाने के लिए उनमें आवश्यक क्रांतिकारी अभिकरण विकसित करने की इच्छा शक्ति नहीं थी। ऐसी एजेंसी के अभाव में उनकी एकमात्र इच्छा यह थी कि वे मजदूर संघों के माध्यम से अपनी मज़दूरी में ही वृद्धि चाहते थे। किसी भी समाज में क्रांतिकारी चेतना केवल व्यावसायिक क्रांतिकारी वर्ग के योगदान से ही लाई जा सकती है– ऐसे अग्रणी लोग बाहर से ही क्रियाशील होते हैं। इन व्यावसायिक क्रांतिकारियों की सर्वाधिक अभिव्यक्ति किसी राजनीतिक दल में ही संभव हो सकती है। अतः उसने मार्क्सवादी इतिहास की वस्तुगत शक्तियों का स्थान एक अत्यधिक अनुशासित राजनीतिक दल के सक्रिय हस्तक्षेप को दिया।

लेनिन ने इस बात की भी व्याख्या करने का प्रयास किया कि समाजवादी क्रांति, पश्चिम में क्यों नहीं घटित हो सकी, जैसा कि मार्क्स ने भविष्य-वाणी की थी। 1916 में लेनिन की *इम्पीरियलिज्म : दि हाइएस्ट स्टेट ऑफ केपिटलिज्म* प्रकाशित हुई जिसमें उसने यह तर्क दिया कि एकाधिकारी पूंजीवादी राष्ट्रीय व अंतर्राष्ट्रीय न्यासों तथा उत्पादक-संघों की ओर प्रेरित करता है। वह इस बात के प्रति आश्वस्त था कि पूंजीवादी व्यवस्था की यह मूल प्रवृत्ति सर्वत्र एक जैसी थी। इस प्रवृत्ति के कमजोर होने का कारण यह था कि अमीर देशों ने दुनिया में उपनिवेश कायम कर लिए थे। ये देश उपनिवेशों से संसाधन जुटाते थे तथा बना माल उन्हें बेचते थे। इस स्थिति ने अतिरिक्त मूल्य का अंतर्राष्ट्रीयकरण प्रकट किया और साथ ही पूंजीपतियों की संपन्नता भी बढ़ गई। पूंजीपतियों ने अधिक से अधिक रियायतें देकर मज़दूरों से अपनी ऊपरी आमदनी कुछ हद तक बांटनी चाही। ऐसा उन्होंने मज़दूरों को अधिक मज़दूरी व कार्य-स्थितियों में अधिक रियायतें देकर किया। ये रियायतें, पूंजीपतियों की अपनी सुरक्षा के प्रति चिंता

का ही परिणाम थीं। इन रियायतों ने मज़दूरों में 'लघु-बुर्जुआ' भ्रांति पैदा की। इस भ्रांति से मजदूर नेताओं में भ्रामक-चेतना पैदा हुई और वे स्वयं 'मजदूर कुलीनतंत्र' में परिवर्तित हो गए। उपनिवेशों के शोषण के फलस्वरूप प्राप्त अधिक मजदूरी व अन्य कार्य सुविधाओं ने उन्हें भ्रष्ट कर दिया। ऐसी व्यवस्था को बनाए रखने से ही उनका निहित स्वार्थ सिद्ध हो सकता था।

लेनिन की यह भविष्यवाणी थी कि समाजवादी क्रांति संभवतः रूस में अधिक आसानी से हो सकती थी क्योंकि वह पूंजीवादी शृंखला की सबसे कमजोर कड़ी थी।

चीन में माओज़ेडांग क्रांति के लिए मुख्यतः उत्तरदायी था। उसके नेतृत्व में किसान-आधारित सेनाएं बनीं। सत्ता में आने के बाद माओ ने बुनियादी औद्योगीकरण व सामूहिकीकरण द्वारा कृषि-पैदावार में वृद्धि के प्रयास किए। मार्क्स ने साम्यवाद को विकसित पूंजीवाद के रास्ते आते देखा था। माओ की दृष्टि में साम्यवाद मूलतः उत्पादनकारी प्रक्रिया का सामूहिकीकरण तथा निजी संपत्ति का उन्मूलन था। उसने मार्क्सवाद को चीन की प्राकृतिक विशेषताओं में समन्वित करने का प्रयास किया। उसने व्यावसायीकरण के स्थान पर राजनीतिकरण पर बल दिया।

समसामयिक मार्क्सवाद में तनाव

रूस में मार्क्सवाद एक विभिन्न प्रकार के आधुनिक राज्य की स्थापना के लिए आवश्यक ढांचा तैयार करने में समर्थ सिद्ध हुआ था। वह रूसी समाज में युगों से चले आ रहे प्रतिमानों को बदलने में तथा 8 प्रतिशत राष्ट्रीय विकास दर प्राप्त करने वाली औद्योगिक व्यवस्था निर्मित करने में सफल हुआ था, परंतु क्रांतिकारी विचारों की यह दशा अधिक समय तक नहीं टिक पाई। पूर्ववर्ती समाजों की भांति रूस और चीन दोनों ने अपने-अपने शासक वर्ग विकसित किए जिनमें नौकरशाही के आधिक्य और दलीय नियंत्रण की शक्ति से मोहग्रस्त थे। नौकरशाही और दल दोनों ने कुछ विशेषाधिकार प्राप्त करने की कोशिश की और क्योंकि दल और राज्य दोनों घुले-मिले थे इसलिए दल का समाज पर पूरा नियंत्रण था। स्टालिन ने तो दल के भीतर बहस को समाप्त कर अंतिम निर्णय का अधिकार अपने पास रखा। जैसे ही विचारधारा संस्थाबद्ध हुई वैसे ही इसका कर्मकांड हुआ और यथास्थिति से तादात्मय स्थापित करने की प्रवृत्ति से पहचानी जाने लगी।

लोगों ने यह अनुभव करना शुरू कर दिया है कि जबकि साम्यवाद के लक्ष्यों में कुछ विशेष गुण निहित थे परंतु पूरी व्यवस्था शक्ति के दुरूपयोग को रोकने के लिए संस्थागत व्यवस्था निर्मित करने में असफल रही। शक्ति अपनेआप में बुरी नहीं होती। वस्तुतः कुछ परिस्थितियों में यह सकारात्मक अच्छाई का स्रोत होती है। गरीबी की समस्या के समाधान के लिए कभी-कभी राज्य का सक्रिय हस्तक्षेप आवश्यक हो जाता है। समुचित उत्तरदायित्व के रूप में उचित सुरक्षात्मक उपायों के अभाव में नेता अथवा दल और नौकरशाही निर्णय लेने का एकाधिकार अपने हाथ में ले लेते हैं और समस्याओं का निदान जनता के नाम पर और कुछ मामलों में जनता का विरोध होते हुए भी स्वतंत्रता पर होने वाले प्रत्येक प्रहार को विचार व वर्ग के नाम पर उचित ठहराया जाता है।

परिणामस्वरूप, साम्यवादी आंदोलन पतन की ओर जाने लगा जिसका पहली बार बोध तब हुआ जब रूस और चीन के साम्यवादियों के बीच मतभेद उभर कर सामने आए। 1960 के तुरंत बाद पूर्व और मध्य यूरोप के साम्यवादी समाजवादी देशों में समस्याएं और अलोकप्रिय स्थितियां उभरने लगीं। दूसरी ओर सत्तर के दशक में

इटली की साम्यवादी पार्टी के नेतृत्व में यूरोपीय साम्यवाद की ओर झुकाव ने संसदीय संस्थाओं तथा क्रांति के स्थान पर सुधारों का समर्थन कर समझौतावादी प्रवृत्ति को अपनाया। पूर्वी यूरोप के साथ-साथ चीन और रूस में भी तीव्रता से परिवर्तन हुए।

1979 और 1986 में चीन में व्यापक लोकतंत्र के लिए आंदोलन प्रारंभ किए गए। 1989 के जून मास में टियनमेन चौक पर एक छात्र रैली के दौरान कई आंदोलनकारियों को गोली से भून दिया गया। सोवियत संघ में मिखायल गोर्बाचोफ द्वारा प्रारंभ किया गया सुधार आंदोलन न केवल यूरोप अपितु पूरे विश्व से साम्यवाद के अंत का प्रारंभ था। अंततः 1991 में सोवियत संघ विघटित हो गया। सोवियत संघ के विघटन का अर्थ अपने आप में साम्यवादी विचारधारा का विघटन नहीं था। सोवियत संघ के पतन के साथ यूरोप के देशों में साम्यवादी/समाजवादी व्यवस्था एक के बाद एक टूटती चली गई। इन सब देशों की अर्थव्यवस्था जर्जर स्थिति में थी। रूस में उपभोक्ता वस्तुओं की कीमतें 350 गुना तक बढ़ गई और 90 प्रतिशत लोगों को गरीबी रेखा के नीचे धकेल दिया गया। इसलिए राजनीतिक व्यवस्था में परिवर्तन अपने साथ अर्थव्यवस्था में तीव्र परिवर्तन लाया। बाजारवाद की ताकतों में परिवर्तन की प्रवृत्तियां, अर्थव्यवस्था में खुलापन और निजीकरण की ओर झुकाव स्पष्ट दिखाई देने लगा था। साम्यवादी/समाजवादी चीन में भी अर्थव्यवस्था में उदारवाद और खुलेपन के स्पष्ट संकेत हैं। इन घटनाओं ने साम्यवादियों को सामाजिक संबंधों की संरचना पर गहन चिंतन के लिए विवश किया है। अब एक प्रश्न उठाया जा रहा है कि क्या मार्क्सवाद मानव स्वतंत्रता के प्रति दुराग्रह था। विश्व के समक्ष इसकी प्रासंगिकता एक वैकल्पिक विचारधारा के रूप में अब प्रश्नों के घेरे में है।

अभ्यास

1. मार्क्सवाद की परिभाषा लिखिए।
2. ऐतिहासिक भौतिकवाद की व्याख्या कीजिए।
3. क्या मार्क्सवाद आज भी प्रासंगिक है?
4. मार्क्सवाद में लेनिन की भूमिका की चर्चा कीजिए।
5. संक्षिप्त टिप्पणी लिखिए :
   - (क) द्वंद्वात्मक भौतिकवाद
   - (ख) वर्ग संघर्ष सिद्धांत
   - (ग) वर्गविहीन समाज

अध्याय 15

फ़ासीवाद

उदय

साम्यवाद के विपरीत, फ़ासीवादी का कोई सुगठित सिद्धांत न होकर एक दृष्टिकोण अधिक था। जनसाधारण के प्रति अपना प्रभाव बढ़ाने के लिए फ़ासीवाद को सबके लिए सब कुछ होना था। फ़ासीवादी नेता अपने सुपरिभाषित सिद्धांत की कमी की यह कहकर रक्षा करते थे कि फ़ासीवाद मुख्य रूप से एक कार्ययोजना अधिक है। मुसोलिनी ने कहा था, "हम ऐसे कट्टर कार्यक्रमों में विश्वास नहीं रखते जिनमें यह माना जाता है कि वे परिवर्तनशील, परिवर्तित तथा जटिल यथार्थ को समाहित तथा परित्याग कर सकें... सुस्पष्ट शीर्षकों और परिच्छेदों से सुसज्जित सिद्धांत का अभाव हो सकता है, परंतु इसका स्थान किसी अधिक निर्णायक भाव को लेना है और वह है... विश्वास।"

फ़ासीवाद प्रथम विश्व युद्ध के परिणामस्वरूप प्रकट शक्तियों व उनकी कार्यप्रणाली के विरुद्ध प्रतिक्रिया का परिचायक था। प्रथम विश्व युद्ध के उपरांत आयोजित पेरिस सम्मेलन में इटली को अपने प्रमुख क्षेत्र संबंधी दावों से वंचित किया गया था। इस कारण उसने यह अनुभव किया कि मित्र देशों ने उसके साथ विश्वासघात किया है। प्रथम विश्व युद्ध के बाद आर्थिक स्थिति भी बिगड़ गई थी। बेरोजगारी बढ़ गई थी। एक के बाद एक संसदें, अपना प्रतिनिधि-चरित्र खोते हुए भ्रष्ट व प्रभावहीन होती जा रही थीं। लोग आस्थाहीन हो गए थे। हड़तालें एक आम बात थीं। पूरे देश में संकट का एक सामान्य भाव व्याप्त था। उस समय की सरकार ठप्प हो गई थी। समाजवादी उसकी जगह ले सकते थे परंतु उनमें ऐसा करने का पर्याप्त साहस नही था। इसी दौरान बेनटो मुसोलिनी (1883-1945) के नेतृत्व में फ़ासीवादियों ने उस स्थिति का लाभ उठाना शुरु कर दिया। मुसोलिनी की यह मान्यता थी कि साम्यवाद की अपेक्षा राष्ट्रवाद कहीं अधिक सक्षम तत्त्व है। अक्टूबर 1922 में, उसने रोम-प्रयाण का निर्णय लिया। यह प्रयाण मुसोलिनी के प्रधानमंत्री बनने के साथ समाप्त हो गया। राजनीतिक संस्थाओं की परवाह किए बिना, मुसोलिनी ने समूची व्यवस्था को निजी तानाशाही में परिवर्तित करने का कार्य शुरू कर दिया।

जर्मनी में तो युद्ध के बाद की हालत और भी खराब हो गई थी। जर्मनी युद्ध में हार गया था। युद्ध-अपराध प्रावधानों ने उसे घोर दोषी ठहराया था। मित्र देशों ने युद्ध की सारी जिम्मेदारी जर्मनी पर डाल दी। तथा जर्मन गणराज्य को इस बात की अनुमति देने से भी साफ इंकार कर दिया कि वह अपने राज्य की आर्थिक संरचना में कोई क्रांतिकारी परिवर्तन लाए। जब्त किए गए जर्मन क्षेत्र फ्रांस, पोलेंड तथा बेल्जियम को सौंप दिए गए। राइनलैंड पर इसलिए कब्जा किया गया ताकि जर्मनी मित्र देशों, विशेष कर फ्रांस को युद्ध-क्षतिपूर्ति की राशि दे दे।

जर्मनी को राजनीतिक दृष्टि से भी विभाजित कर दिया गया। उसे अंतर्राष्ट्रीय अपमान झेलना पड़ा। एडोल्फ हिटलर (1889-1945) के नेतृत्व में राष्ट्रवादी-समाजवादी जर्मन मज़दूर दल (एन.एस.डी.ए.पी अथवा नाज़ी दल) ने इस स्थिति का लाभ उठाया। जैसे-जैसे आर्थिक स्थिति बिगड़ती गई तथा बेरोजगारों की संख्या बढ़ती गई, वैसे-वैसे नाजी दल की सदस्य संख्या बढ़ती गई । जुलाई 1932 के निर्वाचन में नाज़ी दल कुल मतदाताओं का 37 प्रतिशत समर्थन पाने में सफल रहा। राष्ट्रपति हाइडेनवर्ग ने हिटलर को जनवरी 1933 में जर्मन राज्य का चांसलर नियुक्त किया। उसका अनुमान यह था कि एक बार सत्ता में आने के बाद हिटलर की कथित क्रांतिकारी गतिविधियों में अपनेआप कमी आ जाएगी। राष्ट्रपति के इस अनुमान के विपरीत, हिटलर ने मार्च 1933 में ही जनमत संग्रह का आदेश दे डाला। उसकी सरकार ने कुल मतों के 52 प्रतिशत मत अर्जित किए। इसने हिटलर की स्थिति को और मज़बूत कर दिया। हिटलर ने अपने विरोधियों को डरा-धमका कर संसद तथा निर्वाचकों का समर्थन अपने पक्ष में करने में सफलता प्राप्त की।

हिटलर तथा मुसोलिनी, दोनों ने क्रमश: अपने-अपने देश में एक नया शासन तथा व्यवस्था को पुनर्स्थापित करने का प्रयास किया। दोनों ही उदारवादी लोकतंत्र की कमजोरियों के प्रति आश्वस्त थे। वे राजनीतिक दलों की विकट गुटबाजी से घृणा करते थे। वे दोनों ही समान रूप से विदेशी सरकारों तथा देश में साम्यवाद के घोर निंदक थे। दोनों ने ही राष्ट्रवाद के अधिक एवं उच्चतर आदर्श के नाम पर वर्ग-संघर्ष से ऊपर उठने की कोशिश की थी।

फ़ासीवादियों का यह तर्क था कि राज्य ही राष्ट्र है तथा राज्य ही समाज है। उसका अपना विशिष्ट जीवन है। राज्य के बाहर किसी भी वस्तु का कोई महत्त्व अथवा मूल्य नहीं है। केवल राज्य के पास ही मूल्यों को समन्वित करने तथा जीवन के प्रत्येक पक्ष की व्याख्या, विकास व अभिव्यक्ति की क्षमता है। उदारवादी अपनी बात व्यक्तियों से शुरू करते है और उन्हीं के संदर्भ में राज्य को देखते हैं। फ़ासीवादी सिद्धांत इससे विपरीत दृष्टिकोण से प्रारंभ होता है। इसका तर्क है कि व्यक्ति एक सामाजिक प्राणी है। वह राष्ट्र-राज्य जैसी बृहत्तर व्यवस्था के बिना नहीं रह सकता। यदि वह स्वार्थी हो जाता है, तो वह समाज-विरोधी है। राज्य को पूरा अधिकार है कि वह उसे सुधार सके। व्यक्ति राज्य रूपी अंग की केवल एक कोशिका है। अपने इसी रूप में ही उसे सच्ची स्वतंत्रता की अनुभूति हो सकती है। वह तभी स्वतंत्र होता है जब वह राज्य से अपना तादात्म्य स्थापित करता है।

यदि यह मान लिया जाए कि राज्य शरीर है और व्यक्ति केवल उसकी एक कोशिका, तो इस निष्कर्ष पर पहुंचना सरल है कि संपूर्ण शरीर की सुरक्षा के लिए कोशिका को दाव पर लगाया जा सकता है। राज्य इसे निर्मित करने वाले से बड़ा होता है। उनकी कल्पना का राज्य अपनेआप में एक आध्यात्मिक तथा नैतिक तथ्य है। मुसोलिनी ने यह घोषणा की थी कि "इतालवी राष्ट्र, उद्देश्यों, जीवन तथा कार्यसाधनों से युक्त एक ऐसी आंगिक-व्यवस्था है जिसकी व्यक्ति अकेले या मिलकर रचना करते हैं। वह एक नैतिक, राजनीतिक तथा आर्थिक एकता है जो किसी फ़ासीवादी राज्य में ही संभव है।" इस प्रकार, राष्ट्र-राज्य के नाम पर, फ़ासीवादी उस वैयक्तिकता, प्राकृतिक अधिकार तथा न्यायिक स्वतंत्रता को नकार सके थे जो पश्चिमी यूरोप की राजनीतिक संस्थाओं में विद्यमान थी।

फ़ासीवाद अपनी प्रकृति में अधिनायकवादी भी है। वह सामाजिक संगठन में कठोर पदानुक्रमण स्थिति को स्वीकार करता है। यदि राज्य शरीर है तो नेता उसका मस्तिष्क है। वही शरीर की आवश्यकताओं का आकलन करता है और उनके सर्वश्रेष्ठ समाधान संबंधी निर्णय लेता है। एक अर्थ में नेता ही समाज

की सामान्य इच्छा की व्याख्या करता है। समाज के संदर्भ में निर्णय लेने की एकमात्र सत्ता वही है।

व्यक्ति मात्र एक कोशिका है। उसे प्रत्येक दशा में नेता के आदेशों को स्वीकार करना होगा। वह केवल कर्तव्यों का पालन करता है, अधिकारों का उपयोग नहीं। नेता का निर्णय कभी गलत नहीं हो सकता। उस पर कोई विवाद नहीं हो सकता। अत: प्रतिनिधि लोकतंत्र का फ़ासीवादी व्यवस्था में कहीं कोई स्थान नहीं हो सकता। उसका स्थान उक्त नेता व उसके द्वारा नियुक्त व्यक्तियों की सरकार को लेना ही चाहिए। अकेले नेता ही समाज में घटित स्थितियों व प्रवृत्तियों को सुधार सकता है। फ़ासीवादी अपने नेता को 'डयूस' कहकर संबोधित करते थे जबकि नाज़ीवादी उसे 'फ्यूरर' कहते थे।

सिद्धांत

फ़ासीवाद एक ऐसा सिद्धांत है जो इस मान्यता को लेकर चलता है कि राज्य किसी नैतिक कानून के अधीन नहीं है। राज्य स्वयं नैतिकता का सर्वोच्च संरक्षक है। यह सर्वोच्च समुदाय है। ''मुसोलिनी सदैव सही है'' यह अति फ़ासीवादी दल का मूल मंत्र भी था। उसका उद्घोष था ''विश्वास, आज्ञापालन, संघर्ष''। इस उद्घोष में फ़ासीवाद ने ईसाइयत के एक प्रमुख तत्त्व से अपनेआप को जोड़ लिया था। वह धर्म को मानव-व्यक्तित्व की गहनतम अभिव्यक्ति मानता था। उसने धर्म की रक्षा व संरक्षण के प्रयास किए। यह दृष्टिकोण मुसोलिनी व पोप के सौहार्दपूर्ण संबंधों को स्पष्ट करता है। अतिवादी नाज़ीवाद ने तो राज्य-चर्च की स्थापना करने का प्रयास किया, यद्यपि वह उसमें कोई विशेष सफलता नहीं प्राप्त कर सका।

फ़ासीवाद ने बहुमत आधारित शासन, लोकतंत्र को अस्वीकार किया। उसने इस बात से स्पष्ट इंकार किया कि केवल संख्या के आधार पर ही समय-समय पर विचार-विमर्श के द्वारा कोई सरकार चलाई जा सकती है। ऐसा इसलिए है क्योंकि जनसाधारण की ग्रहण करने की क्षमता अत्यधिक सीमित है और उसकी समझ कम है। समानता के सिद्धांत का स्थान इस व्यवस्था में एक व्यक्ति के नेतृत्व के सिद्धांत ने ले लिया। इसे नीत्शे के 'महामानव का सिद्धांत' कहते हैं। लोकतंत्र का प्रतिमान एक ऐसे पिरामिड के समान है जो कि अपने शीर्ष पर संतुलित है।

यह सिद्धांत जीवन के सभी क्षेत्रों में लागू माना जाता है। उदाहरण के लिए किसी उद्योग में मालिक नेता है और मज़दूर उसके अनुयायी हैं। इसी कारण साम्यवादी फ़ासीवादियों से घृणा करते है। उनके विचार में जर्मन संघ संहिता के अनुसार मालिक को नेता के रूप में और मज़दूर को अनुयायी के रूप में देखा जाना, पूंजीपतियों के सर्वसत्ताधिकारवादी इरादों पर पर्दा डालने के अतिरिक्त और कुछ नहीं था। उनकी दृष्टि में फ़ासीवाद के रूप में पूंजीवाद अपने को बचाने का अंतिम हताशापूर्ण प्रयास था। इस अर्थ में फ़ासीवाद मृतप्राय पूंजीवाद का परिचायक नहीं बल्कि जीवन के लिए संघर्षरत पूंजीवाद का परिचायक था। फ़ासीवाद ने वस्तुत: एक चतुर मुद्रा अपना ली थी। इसने सभी श्रमिक संगठनों को भंग कर दिया था। इसने मालिकों की पहल को भी परिसीमित कर दिया था। इसने पूंजीवाद को स्वीकार किया और लोककल्याणकारी राज्य के आदर्श की अधीनता पर बल दिया। हिटलर ने यह घोषणा की कि यह देखना राज्य का कर्तव्य है कि ''पूंजी राष्ट्र की सेवक बनी रहे।'' नाजीवाद व फ़ासीवाद, दोनों ने अपने-अपने समष्टि राज्य (Corporate State) संबंधी विचार को विकसित किया। इस संदर्भ में हीगल के त्रि-वर्गीय विचार कृषि संबंधी, औद्योगिक तथा सार्वभौमिक अथवा शासन संबंधी वर्ग को आधार बनाते हुए मुसोलिनी ने यह तर्क प्रस्तुत किया कि ये वर्ग मार्क्सवादी अर्थ में प्रतिद्वंद्वी नहीं हैं बल्कि परस्पर पूरक है। राज्य इन तीनों

वर्गों को अपने-अपने हित-साधन का अधिकार देता था। उसका यह मत था कि मज़दूर अपना काम करें और मालिक अपना काम। दल, जो कि तीसरा तत्व है, हर हालत में इन दोनों पर शासन करे। मज़दूर व पूंजीपति दोनों इसके अधीनस्थ है। यह आशा की गई थी कि इस प्रकार की व्यवस्था पर आधारित राज्य, वर्ग-संघर्ष को समाप्त करेगा और सद्भाव स्थापित करेगा।

राज्य के राजनीतिक तथा नैतिक सर्वोच्चता-सिद्धांत का आशय था इन दोनों देशों में उग्र राष्ट्रवाद का उदय। दोनों ने ही स्थायी शांति की संभावना व उपयोगिता से इंकार किया था। उनके अनुसार युद्ध अपने उच्चतम तनाव की स्थिति में समस्त मानव शक्ति को अभिव्यक्ति देता है और व्यक्तियों में निहित सर्वोत्कृष्ट क्षमता को प्रकट करता है। हिटलर के अनुसार "युद्धस्थितियों में मानवता महान बनती है और बाह्य शांति की स्थिति में मानवता नष्ट हो जाती है"। हिटलर तथा मुसोलिनी, दोनों नए साम्राज्यों का सपना देखते थे।

जर्मन फ़ासीवाद का सर्वाधिक निंदनीय तत्व आर्य नस्ल का सिद्धांत था। हिटलर ने यह घोषणा की थी कि आर्य दुनिया में सभी नस्लों से श्रेष्ठ हैं और इस कारण वे शासन करने के लिए सर्वाधिक उपयुक्त हैं। हिटलर के शासन का मूल उद्देश्य आर्य नस्ल की शुद्धता सुनिश्चित करना था। इस सिद्धांत के नाम पर उसने यहूदियों के खिलाफ जंग छेड़ दी थी। उन्हें गैस चेंबर्स में डाला गया तथा उनकी नृशंस हत्या कर दी गई। यहूदियों के विरुद्ध अपनेआप को बचाते हुए, हिटलर ने यह सोचा कि वह ईश्वर का सौंपा हुआ काम ही कर रहा है। नाज़ी शासन की समूची प्रकृति व शिक्षा-व्यवस्था, नस्ल संबंधी उद्देश्यों के द्वारा ही अपनी पराकाष्ठा पर पहुंच सकती थी। हिटलर के अनुसार "जिन नवयुवकों का दायित्व राज्य पर है, उन के दिलोदिमाग में नस्ल की भावना कूट-कूट कर भरनी होगी।" स्वाभाविक रूप से मुसोलिनी हिटलर के शुद्ध नस्ल संबंधी दृष्टिकोण से सहमत नहीं था।

विभिन्न दृष्टिकोण

यहां फ़ासीवाद के चार दृष्टिकोणों का विश्लेषण करना उपयुक्त होगा।

- कई प्रतिपादकों ने फ़ासीवाद को उदारवादी अर्थव्यवस्था के लिए खतरा बताया है। उन का मत है कि उदारवादी राजनीतिक मूल्य एवं संस्थाएं अपना अपेक्षित कार्य पूरा करने में असफल रही हैं। इस असफलता के परिणामस्वरूप, फ़ासीवाद ने पूंजीवाद का स्थान ले लिया है।
- कुछ आलोचकों ने इसकी बराबरी सर्वसत्ताधिकारवादी व्यवस्था से की है। फ़ासीवाद नागरिकों पर पूरी रोक लगाता है जहां निजीकरण का कोई स्थान नही होता। मुसोलनी ने कहा है, ''राज्य में सब कुछ लिखित होता है, राज्य से बाहर कुछ भी नही होता, राज्य के विरुद्ध कुछ नही होता।'' शीतयुद्ध काल में जब फ़ासीवाद-साम्यवाद के पारस्परिक संबंध को उचित ठहराया गया था। तब ऐसे आलोचक काफी लोकप्रिय थे। 'नाजी-सोवियत समझौते' की व्यापक प्रशंसा हुई थी। हिटलर के नस्ल सुधार के प्रयासों तक स्टालिन के 'पवित्रीकरण अभियान' के बीच समानताएं बतलाई गईं। ऐसी व्यवस्था में भय तथा दमन को काफ़ी महत्त्व दिया गया। फ़ासीवाद तथा साम्यवाद की धारणाओं को निकट लाने के प्रयास किए गए। तदापि, उन की विचारधाराओं तथा मौलिक आधारों में मूल अंतर रहे हैं। फ़ासीवाद मध्यमवर्ग के हितों की रक्षा करता है। तथा चर्च एवं सेना जैसी पारंपरिक संस्थाओं का समर्थन करता है। जबकि साम्यवाद इन मूल्यों का विरोध करता रहा है।
- बीसवीं शताब्दी के छठे दशक में फ़ासीवाद को दक्षिणपंथियों के उग्रवाद के रूप में प्रस्तुत किया गया।

पारंपरिक विचारों को सामने रखा गया और उनको प्रोत्साहन दिया गया। फ़ासीवाद को दक्षिणपंथी के रूप में प्रस्तुत करने के प्रयास में, अतीत से इसकी निरंतरता दिखलाई गई। ऐसे स्पष्टीकरण में राजनीतिक विचारधाराओं का महत्त्व बढ़ गया।

- फ़ासीवादी अपने विश्वासों तथा कार्यों को औचित्य प्रदान करने के लिए अक्सर रूसो, हीगल, नेत्शे आदि के लेखनों का प्रसंगानुसार उदाहरण देते थे। ऐसा वे केवल अवसरवाद से प्रेरित होकर ही करते थे अन्यथा यह संदिग्ध है कि हीगल, रूसो अथवा नेत्शे की वैचारिक गूढ़ता में उनकी कोई विशेष रुचि थी।

वैसे भी एक बार सत्ता में आने के बाद उन्होंने समाजवादियों, साम्यवादियों, नौकरशाही के उद्दंड सदस्यों, मजदूर संघों, यहूदियों और उन सभी अन्य लोगों का विनाश कर दिया, जो अर्ध-सैनिक बलों का विरोध करते थे। सामाजिक कल्याण की सर्वोच्चता के नाम पर उन्होंने राज्य-शक्ति का केंद्रीकरण किया तथा अधिकारों का उन्मूलन किया। उनकी आर्थिक नीतियां वास्तव में आंशिक रूप से सही थी। इटली व जर्मनी दोनों देशों का उद्देश्य आत्मनिर्भरता पाना था और इस दिशा में पर्याप्त प्रगति भी हुई। आर्थिक संकट ने इन दोनों देशों को प्रभावित किया था जिससे उभरने के पर्याप्त संकेत मिलते थे। दोनों ही अपने-अपने देश में एकता स्थापित करने में भी समर्थ हो सके थे। दोनों ने ही अपने-अपने राष्ट्र को प्रथम दर्जे की शक्ति बनाने में सफलता प्राप्त की थी। नाजीवाद व फ़ासीवाद दोनों ने जनसाधारण में नई आशाएं जाग्रत कीं। इन दोनों देशों में फ़ासीवाद विचारधारा ने सभी पर कितना अधिक मनोवैज्ञानिक प्रभाव डाला था, इसका सही अनुमान लगाने के लिए द्वितीय विश्व युद्ध के कथानक पर बने अनेक चलचित्रों को देखा जा सकता है।

विभिन्न राजनीतिक लेखनों ने फ़ासीवाद की अलग-अलग तरीके से व्याख्या की है। इन में निम्नलिखित चार दृष्टिकोण प्रमुख हैं :

- फ़ासीवाद उदारवादी राज्यों के लिए एक खतरा
- फ़ासीवाद उग्र सर्वसत्ताधिकारवादी राज्य का पूर्ववर्ती
- फ़ासीवाद उग्र दक्षिणपंथी विचारधारा
- फ़ासीवाद आधुनिकवाद के विरुद्ध एक विद्रोह

फ़ासीवाद का मूल्यांकन तीन दृष्टिकोणों से किया जा सकता है- एक विचारधारा के रूप में, एक आंदोलन के रूप में तथा एक शासन-प्रणाली के रूप में। सैद्धांतिक दृष्टि से यह मानवतावाद के विरुद्ध है। यह मानवतावाद विरोधी था। यह राष्ट्र-राज्यवाद की सर्वोच्चता के नाम पर अधिकार एवं हित, स्वतंत्रता तथा समानता जैसे अत्यधिक अपेक्षित कुछ मूल्यों को नष्ट करना चाहता था।

सैद्धांतिक दृष्टि से देखा जाए, तो यह कहा जा सकता है कि उदारवाद जहां व्यक्तिगत हित के नाम पर एकता नष्ट करता है, वहीं फ़ासीवाद राज्य के नाम पर व्यक्ति की बलि चढ़ाता है। इस व्यवस्था में राज्द के नाम पर व्यक्ति को दाव पर लगाया जा सकता है। राज्य की वेदी पर उसकी बलि दी जा सकती है। 'राष्ट्र-राज्य' महत्त्वपूर्ण है लेकिन उसे सरकार का पर्याय नहीं माना जा सकता, क्योंकि सभी व्यावहारिक उद्देश्यों की दृष्टि से सरकार केवल लोगों का समूह ही होता है जो राज्य के नाम पर कार्य करती है। जितना अधिक गौरव-गान हम राज्य का करते है उतना ही गौरव-गान उन व्यक्तियों का होता है जो राज्य के नाम पर कार्य करते हैं। इस स्थिति में हमारे प्रयास तानाशाही के लिए मार्ग प्रशस्त करते हैं। समाज, विभिन्न संपूर्ण इकाइयों से मिलकर बनता है। राज्य का हित सदैव व्यक्ति के हित से उच्चतर नहीं हो सकता। इसीलिए महाभारत में यह मत प्रतिपादित किया गया था कि गांव के लिए व्यक्ति का बलिदान किया जा सकता है, प्रांत के लिए गांव की बलि दी जा सकती है तथा देश के लिए प्रांत का उत्सर्ग किया जा सकता हैं। परंतु आत्मा के लिए

संपूर्ण जगत का परित्याग किया जा सकता है। वैसे भी एक संपूर्ण इकाई के रूप में राज्य अकेला नहीं है। कई और भी राज्य विद्यमान हैं जिनकी अपनी अलग पहचान है। किसी भी एक इकाई को यह अधिकार नहीं है कि वह वैसी ही अन्य इकाइयों की स्वतंत्रता को कुचल दे। अतएव, किसी राज्य को यह अधिकार नहीं है कि वह अन्य राज्यों का विनाश करे।

सरकार की व्यवस्था के दृष्टिकोण से मूल्यांकन करने पर यह कहा जा सकता है कि ऐसी सरकार जो मानव अधिकारों व हितों का उल्लघंन करती है वह लंबे समय तक नहीं चल सकती। तानाशाहों को मजबूरन अपने राष्ट्रों को उच्च भावात्मक स्तर तक उत्तेजित करना पड़ता है। ऐसा करने के लिए वे पुरस्कार एवं दंड की ऐसी पद्धतियों का आविष्कार करते हैं जिनकी सहायता से वे सत्ता में बने रह सकें। हिटलर ने अतार्किक प्रचार, मिथकों व प्रतीकों के प्रयोग तथा विभिन्न नारों की पुनरावृत्ति द्वारा ऐसा किया। ऐसी कोई भी नीति अंततः आंतरिक क्षेत्र में हिंसा तथा बाह्य-परिवेश में युद्ध भड़काती है। फ़ासीवाद के उदय व पतन की कहानी इसी सत्य को प्रदर्शित करती है।

इटली में प्रथम विश्व युद्ध के पश्चात फ़ासीवाद एक आंदोलन के रूप में उभरा। 1922 में मुसोलिनी के आगमन के बाद यह आंदोलन और सशक्त हो गया। कुछ समय के उपरांत जब जर्मनी में हिटलर का प्रभाव बढ़ा तो फ़ासीवाद अनेक देशों में फैलने लगा। यह आंदोलन आस्ट्रिया, हंगरी, रूमानिया और स्पेन में भी पैर फैलाने लगा। किंतु द्वितीय विश्व युद्ध के पश्चात् फ़ासीवाद का मूलतः अंत हो गया। ऐसा अनुभव किया गया कि विशेषतया, सैन्य-विस्तारवाद तथा मानव अधिकारों का उल्लंघन मात्र हिटलर की फ़ासीवादी नीति का दुष्परिणाम था। संभवतः इसीलिए फ़ासीवादी का न केवल पूर्णतः अंत हुआ अपितु इसे संपूर्णतः नकार दिया गया, कटु आलोचना का शिकार हुआ और अंततः इसका परित्याग कर दिया गया।

यदि फ़ासीवाद का राजनीतिक व्यवस्था के रूप में मूल्यांकन किया जाए तो हम देखेंगे कि इस धारणा में एक दल, एक व्यक्ति और पुलिस का प्रभुत्व था। यह एक ऐसी व्यवस्था थी जहां राजनीतिक और सामाजिक क्रियाकलाप राज्य द्वारा ही नियंत्रित थे। यही नहीं, अंतर्राष्ट्रीय क्षेत्र में भी फ़ासीवादी प्रशासकीय ढांचे को विस्तारवादी व आक्रामक मानते थे और इसीलिए यह मानव अधिकारों, प्रशासकीय व्यवस्था तथा राष्ट्रीय अस्मिता के लिए खतरनाक था। यह कहना गलत न होगा कि द्वितीय विश्व युद्ध ऐसी ही नीतियों का परिणाम था।

अभ्यास

1. फ़ासीवाद से क्या अभिप्राय है।
2. फ़ासीवादी सिद्धांत के किन्हीं चार कमजोरियों को बताइए।
3. 'फ़ासीवाद तथा लोकतंत्र एक-दूसरे के विरोधी हैं।' विवेचना कीजिए।
4. फ़ासीवाद की मुख्य विशेषताएं लिखिए।
5. टिप्पणी लिखिए :
   (क) फ़ासीवाद तथा पूंजीवाद
   (ख) फ़ासीवाद का वैचारिक दृष्टिकोण
   (ग) जर्मन फ़ासीवाद का 'आर्य नस्ल सिद्धांत'

अध्याय 16

गांधीवाद

गांधी जी राष्ट्रीय आंदोलन के सर्वोच्च नेता थे। वे एक ऐसे विचारक भी थे जिन्होंने अपने समय की अधिकांश धारणाओं तथा विश्वासों को चुनौती दी थी। उनसे पहले राष्ट्रीय आंदोलन समाज के कुछ भागों तक ही सीमित था। उन्होंने उसे जनआंदोलन का रूप दिया। राजनीतिक क्रिया से संबंधित उनकी व्यूह रचना ने ही मुख्यत: अंग्रेजों के विरुद्ध राष्ट्रीय आंदोलनात्मक विरोध के स्वरूप को निर्धारित किया था। 'स्वदेशी' तथा 'बहिष्कार' के विचार भारत में पहले से ही विकसित व प्रचलित थे लेकिन गांधी जी ने उन्हें अहिंसक सत्याग्रह के विचार से जोड़कर एक विलक्षण अर्थ प्रदान किया। उनकी राजनीतिक व्यूह-रचना ने भारतीय समाज के सभी वर्गों को राष्ट्रीय स्वतंत्रता संघर्ष से जोड़ने का प्रयास किया। गांधी जी ने स्वयं इस बात से इंकार किया कि उनके विचारों को 'गांधीवाद' की संज्ञा दी जा सकती है। परंतु यह कहना सही है कि उनके कुछ विचार ऐसे हैं जो मौलिक हैं तथा जिन्होंने अन्य विचारधाराओं की ही भांति विभिन्न लोगों पर अत्यधिक प्रभाव छोड़ा है। उनकी रचना *हिन्द-स्वराज* के अतिरिक्त गांधी जी का अधिकांश लेखन बिखरा हुआ तथा पुनरावृत्ति मात्र है। *हिन्द-स्वराज* की रचना गांधी जी ने राष्ट्रीय आंदोलन में कूदने से पूर्व की थी। इसके बावजूद, उनके लेखन में व्यक्ति व समाज की सुसंगत परिकल्पना है।

गांधी जी के प्रमुख विचारों को सार रूप में निम्नलिखित पांच शीर्षकों के अंतर्गत प्रस्तुत किया जा सकता है :

- पश्चिमी सभ्यता की समालोचना
- लोकतंत्र पर विचार
- स्वतंत्रता व राज्य
- स्वतंत्रता व आर्थिक संगठन
- संघर्ष समाधान की पद्धतियां

पश्चिमी सभ्यता की समालोचना

गांधी जी ने विवेकानंद तथा भारतीय पुनर्जागरण के अन्य नेताओं की भांति पश्चिमी सभ्यता की आलोचना की थी। उनके अनुसार पश्चिमी सभ्यता ऐसे सुविचारित तार्किक स्वार्थों पर आधारित थी जो मानव संबंधों को पूर्णत: अव्यस्थित करने में सक्षम थी। गांधी जी भारतीय सभ्यता के प्रशंसक थे। उनके विचार में विश्व में व्यक्ति के स्थान से संबंधित भारतीय सभ्यता का दृष्टिकोण अधिक संतोषजनक था। उन्होंने आध्यात्मवाद तथा व्यक्ति की आत्मखोज को पर्याप्त महत्व प्रदान किया। गांधी जी की इस मत में गहरी आस्था थी कि केवल भौतिक हितों के रूप में व्यक्ति के आत्महित की कोई भी तलाश वास्तव में सामाजिक संघर्षों को ही बढ़ाएगी। उनका सादे, नैतिक व पवित्र जीवन संबंधी प्राचीन विचारों में विश्वास था। इस सब का यह अर्थ बिल्कुल नहीं कि

वे प्रत्येक भारतीय धारणा या विचार के प्रशंसक थे। उदाहरण के रूप में, उन्होंने अनुसूचित जातियों के शोषण का जमकर विरोध किया और उनकी दशा सुधारने के लिए अन्य सभी लोगों की अपेक्षा कहीं अधिक योगदान दिया।

गांधी जी पश्चिम में प्रचलित राजनीतिक लोकतंत्र के स्वरूप को भी पसंद नहीं करते थे। उन्होंने उदारवादी लोकतंत्र को 'मछली बाजार' कहकर अस्वीकार किया जिसमें लोग केवल अपने निजी स्वार्थों के लिए ही संघर्षरत रहते हैं। गांधी जी इस बात को मानते थे कि किसी भी सरकार को जनसहमति पर आधारित होना चाहिए लेकिन साथ ही उनकी यह भी इच्छा थी कि राज्य निःस्वार्थ व्यक्तियों के शासन को चरितार्थ करे। उनके अनुसार ब्रिटेन में प्रचलित लोकतंत्र त्रुटिपूर्ण था क्योंकि वह संख्यात्मक आधार पर स्थापित था। उसमें जिसे भी 51 प्रतिशत मत (सीट) मिल जाएं, वह शासन का अधिकारी हो जाता था। इनकी यह इच्छा थी कि आम व्यक्ति को भी वैसे ही अवसर प्राप्त होने चाहिए जो सबसे बलशाली को उपलब्ध होते हैं। उनको उदारवादी लोकतंत्र के प्रति यह आपत्ति थी कि उसका वास्तविक प्रचलित अर्थ दलीय शासन अथवा यथार्थ में देखा जाए तो प्रधानमंत्री का शासन हो गया था जिनमें प्रायः उद्देश्य के प्रति निष्ठा का अभाव रहता था। इस पद्धति में प्रत्येक दल बिना परिणाम की चिंता किए सौदेबाजी के आधार पर जीतता था।

गांधी जी ने औद्योगिक सभ्यता को अनैतिक मानते हुए उसका तिरस्कार किया जिसका एक व्यवहारिक कारण यह था कि हमारा समाज प्रधानतः एक ग्रामीण समाज है। ऐसे समाज में ज्यादातर लोग कृषि पर आश्रित हैं। उनका यह विचार था कि ऐसे समाज में श्रम को बचाने हेतु कोई भी उपाय लोगों के जीवन में तबाही ला सकता है, किंतु बढ़ती उम्र के साथ-साथ प्रौद्योगिकी (टेक्नोलॉजी) के प्रति उनका विरोध कम हो गया था। उन्होंने ऐसी किसी भी प्रौद्योगिकी को स्वागत-योग्य मानना शुरू कर दिया था जो बेरोजगारी न बढ़ाए, ग्रामीण हस्त-शिल्प तथा ग्रामीण जीवन की सादगी को नष्ट न करे।

गांधी जी के लोकतंत्र संबंधी विचार

1909 में *हिन्द-स्वराज* में महात्मा गांधी ने आधुनिक सभ्यता की संस्थाओं, संसद, न्यायालयों, पुलिस, सेना, मशीनरी, अस्पताल तथा रेलवे आदि के मूल्यों और भूमिका के प्रति अति नकारात्मक विचार व्यक्त किए। उनके मतानुसार, आधुनिक सभ्यता से संबंधित ये संस्थाएं नैतिकता से किसी भी प्रकार जुड़ी हुई नहीं है जबकि ठीक इसके विपरीत, "भारतीय सभ्यता की प्रवृत्तियां" नैतिक मूल्यों को बढ़ावा देती हैं। संभवतः इसीलिए उन्होंने आधुनिक पाश्चात्य संस्थाओं के स्थान पर एक वैकल्पिक आदर्श के रूप में वास्तविक गृह शासन 'स्वशासन' और 'स्व नियंत्रण' की प्रवृत्तियों पर बल दिया जो सत्य और अहिंसा के आध्यात्मिक मूल्यों पर आधारित थीं।

भारतीय जनसाधारण को स्वतंत्रता संग्राम से जोड़ने की प्रक्रिया के दौरान एक ही वर्ष में गांधी जी को अपने आधुनिक सभ्यता-संबंधी संस्थाओं के आरंभिक विचारों में परिवर्तन करना पड़ा। महात्मा गांधी के अपने विचारों में संशोधन का कारण न केवल उनकी स्वतंत्रता संग्राम में सक्रिय भूमिका थी अपितु इसके साथ ही साथ राजनीतिक नेताओं और राजनीतिक विचारकों द्वारा उनकी पुस्तिका की आलोचनात्मक टिप्पणियां भी थीं। अतंतः 1915 में दक्षिण अफ्रीका से भारत लौटने के एक वर्ष के भीतर महात्मा गांधी को आधुनिक जीवन से संबंधित संस्थाओं जैसे संसद, न्यायालयों, मशीनरी, रेलवे, अस्पताल के संबंध में सकारात्मक दृष्टिकोण अपनाना पड़ा। *हिन्द-स्वराज*

में अपने पूर्व वर्णित विचारों को पूर्णतः नकराने के बजाय गांधी जी ने अनिच्छापूर्वक उन संस्थाओं को अंगीकार किया। उनके मतानुसार ये संस्थाएं "संसदीय स्वराज की प्राप्ति की दिशा में क्षम्य है।"

'संसदीय स्वराज' की संगठनात्मक विशिष्टताओं के अंतर्गत गांधी जी ने ग्राम-आधारित विकेंद्रीकृत संगठन को प्राथमिकता दी। वह इस व्यवस्था में सरकार के निम्नतम स्तर पर भी प्रत्यक्ष चुनाव का समर्थन करते थे। विकेंद्रीकृत संसदीय/लोकतांत्रिक स्वराज्य का ग्राम-आधारित मॉडल का समर्थन न तो कांग्रेस ने किया और न ही भारतीय संविधान द्वारा इसे अंगीकार किया गया। इसके बावजूद भारतीय संविधान में गांधी जी के कुछ आदर्शों, जैसे ग्राम पंचायत आदि को स्थान प्रदान किया गया है। यही नहीं, इसके अतिरिक्त भी व्यैक्तिक तथा नागरिक स्वतंत्रताएं तथा लोकतांत्रिक अधिकार, जो संविधान के उदारवादी लोकतांत्रिक राजनीतिक दर्शन के अंग के रूप में संविधान में सम्मिलित किए गए हैं, मूलतः गांधी जी के अपने नैतिक-राजनीतिक दर्शन से संबद्ध हैं।

स्वतंत्रता व राज्य

राज्य की शक्ति में अभिवृद्धि को गांधी जी अत्यधिक भयानक मानते थे। उनकी दृष्टि में ऐसी कोई भी अभिवृद्धि वैयक्तिता के लिए अत्यंत घातक थी। गांधी जी के अनुसार राज्य 'केंद्रित रूप में हिंसा' का प्रतिनिधित्व करता था। उनका यह तर्क था कि "व्यक्ति के पास आत्मा है लेकिन राज्य एक आत्मा-रहित यंत्र है, उसे कभी भी हिंसा से अलग नहीं किया जा सकता क्योंकि उसका अस्तित्व ही हिंसा से निर्धारित हुआ है"। उनका भी स्वराज में विश्वास था जिसमें व्यक्ति स्वयं अपना मालिक बन सके। गांधी जी प्रायः भारतीय समाज में व्याप्त आध्यात्मिक प्रभुता को पश्चिमी राजनीतिक प्रभुता के विपरीत मानते थे। उनके विचार में पश्चिम जहां 'क्रूर बल' को महत्व देता था वहीं प्राचीन भारतीय समाज ऐसे राजाओं को गरिमा-मंडित करता था जो अपनी तलवार की धार को नैतिकता की तलवार की धार से कम मानते थे।

उन्होंने एक ऐसे अहिंसक राज्य की कल्पना की थी जो जनता की स्वैच्छिक सहमति पर आधारित था और समाज की प्रायः सर्वसम्मति का प्रतिनिधित्व करता था। उनका यह दृढ़ विश्वास था कि यदि भारत को अहिंसक रास्ते पर चलते हुए अपना विकास करना हो तो उसे शक्ति का विकेंद्रीकरण करना ही होगा, क्योंकि एक व्यवस्था के रूप में "केंद्रीकरण, समाज की अहिंसक संरचना से असंबद्ध है।" गांधी जी न केवल राजनीतिक शक्ति के केंद्रीकरण के विरोधी थे बल्कि वह आर्थिक शक्ति के केंद्रीकरण के भी खिलाफ थे। वह व्यापक उत्पादन तथा बाद में व्यापक नियंत्रण पर आधारित उद्योगों के भी विरुद्ध थे। उनका यह विश्वास था कि किसी केंद्रीकृत राज्य-व्यवस्था में अमीर व गरीब लोगों में संघर्ष अपरिहार्य है। दूसरी ओर, विकेंद्रीकरण लोगों को उत्तरदायी व अहिंसक बनाता है। उससे लोगों में परस्पर सहयोग की भावना विकसित होती है।

गांधी जी का आदर्श राज्य पूर्णतः आत्म-नियमित था। गांधी जी ऐसा सोचते थे कि इस राज्य में हर व्यक्ति स्वयं अपना शासक होगा। वह अपने को इस प्रकार शासित करेगा कि वह अपने पड़ोसी के लिए कभी भी बाधा न बन सके। यही कारण था कि गांधी जी रामराज्य के प्रशंसक थे क्योंकि रामराज्य उनकी दृष्टि में त्याग व अनुशासन का मूर्त-रूप था। वे अबू बेकर तथा हजरत उमान को भी राम-सदृश मानते थे। लेकिन गांधी जी यह भी जानते थे कि ऐसा रामराज्य निकट भविष्य में निर्मित नहीं किया जा सकता। इसका एक प्रमुख कारण समाज की असमानताएं थीं, जिसमें

''कुछ लोग अमीरी का आनंद उठाते थे जबकि जनसाधारण के लिए खाने को भी पर्याप्त नहीं था।'' इस कारण, उन्होंने यह स्वीकार किया कि वर्तमान परिस्थितियों में कुछ अतिवादी मामलों में बलप्रयोग का सहारा लिया जा सकता है, किंतु उनकी यह मान्यता थी कि वही राज्य अच्छा है जहां लोगों पर कम से कम शासन हो।

गांधी जी की यह मान्यता थी कि पंचायतों के माध्यम से कार्यशील ग्रामीण गणराज्य लोगों को सहकारी कार्य सिखाते हुए उनकी स्वाभाविक शक्तियों को विकसित करने में सफल होंगे। अत: उन्होंने ग्राम पंचायतों को अधिक से अधिक शक्तियां देने का आग्रह किया। इस व्यवस्था में प्रत्यक्ष गांव की आत्म-निर्भरता पर अधिक बल दिया और ऐसा करते हुए इस व्यवस्था में प्रत्येक गांव को अपने मामलों के निजी प्रबंध की क्षमता विकसित करनी थी। गांधी जी इस व्यवस्था के प्रशंसक इसलिए थे क्योंकि उसमें हर व्यक्ति अपनी आवश्यकताओं से परिचित होगा, साथ ही उसे यह भी ज्ञात होगा है कि ''उसे कोई भी ऐसी मांग नहीं करनी चाहिए जो दूसरा व्यक्ति उतना ही श्रम करके पाने का अधिकारी न हो।'' गांधी जी के समाज संबंधी विचारों को उनके इस उद्धरण के साथ समाप्त किया जा सकता है ''असंख्य गांवों से निर्मित इस संरचना में ऐसे घेरे होंगे तो सतत व्यापक होंगे परंतु किसी भी सत्ता का केंद्रीकरण नहीं होगा। जीवन कोई ऐसा पिरामिड नहीं होगा जिसका शीर्ष उसके तल पर आधारित हो बल्कि जीवन एक ऐसा सामुद्रिक वृत होगा जिसका केंद्र व्यक्ति होगा .... (ऐसा व्यक्ति) जो गांव के लिए मर मिटने को तैयार होगा, और यह क्रम तब तक चलता रहेगा जब तक कि अतत: संपूर्ण व्यक्तियों से निर्मित कोई एक समन्वित जीवन न बन जाए।'' उन्होंने आगे और व्याख्या करते हुए यह भी कहा था कि ऐसी व्यवस्था में बाह्यतम परिधि आंतरिक वृत्त को कुचलने के लिए शक्ति संयोजित नहीं करेगी बल्कि वह अंतर्निहित सभी पक्षों को शक्ति प्रदान करेगा और स्वयं उनसे शक्ति भी अर्जित करेगा।

स्वतंत्रता व आर्थिक संगठन

मार्क्स की भांति गांधी जी ने भी श्रम पर बल दिया था। उनका यह विश्वास था कि श्रम ही वास्तविक संपत्ति है जो धन पैदा करती है और उसे बढ़ाती है। उनके विचार में ''संपत्ति का वास्तविक स्वामी वह है जो किसी सजग उत्पादनकारी उद्देश्य से कुछ सुनिश्चित श्रम का निवेश करता है।'' उनका यह विश्वास था कि बिना श्रम के तो व्यक्ति को एक समय का खाना भी नहीं खाना चाहिए। श्रम संबंधी ऐसा मनोभाव ही गांधी जी की दृष्टि में, आर्थिक स्वतंत्रता को प्रोत्साहित करेगा जो बदले में हमें निर्भय बनाएगा तथा हमारे राष्ट्रीय चरित्र को और भी अधिक निखारेगा।

गांधी जी ने संपत्ति का पूरी तरह खंडन किया था। उन्होंने सदैव यह सोचा कि संपत्ति ईश्वर-प्राप्ति में एक बाधा है। एक बार चोरी होने के अवसर पर उन्होंने प्रेमचंद के 'गंगाबिहारी' के लिए दिए गए कथन का उल्लेख करते हुए यह मत दोहराया था कि ''यह एक वरदान ही है कि मेरे सब बंधन टूट गए हैं, अब मेरे लिए श्री गोपाल की सिद्धि आसान हो जाएगी।'' यद्यपि गांधी जी इस बात के प्रति सजग थे कि ऐसा पक्ष लेना सामान्यत: अव्यावहारिक है। अत: उन्होंने यह घोषणा की कि यदि कोई संपत्ति कानूनी रूप से अर्जित की जाए तो वह संरक्षण-योग्य है।

इसी संदर्भ में गांधी जी ने पूंजीपतियों व जमींदारों से न्यासी बनने का आग्रह किया था। उनका यह तर्क था कि इन लोगों को अपने किराएदारों तथा मज़दूरों और काश्तकारों को सह-स्वामी मानना चाहिए। जमींदारों

की जमींदारी अथवा उद्यम ऐसे लोगों के पक्ष में न्यास के रूप होने चाहिए। गांधी जी यह मानते थे कि पूर्ण न्यासिकता प्राप्त नहीं की जा सकती लेकिन उनके मत में यदि उसे पाने का सच्चा प्रयास किया जाए तो वह प्रयास ही इस दुनिया में समानता पाने की दिशा में बहुमूल्य योगदान होगा। ऐसा योगदान किसी अन्य पद्धति से प्राप्त नहीं किया जा सकता। अतएव हृदय-परिवर्तन ही उनकी दृष्टि में इस समस्या का सही उत्तर था।

राज्य स्वामित्व के विषय में गांधी जी क्या सोचते थे? क्या उनके मत में यह निजी स्वामित्व से बेहतर नहीं था? गांधी जी मानते थे कि वह बेहतर है लेकिन उन्होंने हिंसा के कारण उसे अस्वीकार किया। उनका विश्वास था कि ''यदि राज्य हिंसा द्वारा पूंजीवाद को दबाएगा तो वह स्वयं हिंसा की लपेट में आ जाएगा और कभी भी अहिंसा का विकास नहीं कर सकेगा।'' यदि जमीदार अथवा पूंजीपति न्यासी बनने से इंकार कर दें और राज्य-स्वामित्व अपरिहार्य हो तो उस स्थिति में गांधी जी न्यूनतम राज्य स्वामित्व के समर्थक थे।

संघर्ष-समाधान की पद्धतियां

गांधी जी ने घृणा के बदले प्रेम की शक्ति विकसित करने की आवश्यकता पर बल दिया। बहिष्कार व शांतिपूर्ण प्रतिरोध के स्थान पर उन्होंने अहिंसा तथा सत्याग्रह को अपनाने का आग्रह किया। उन्होंने लिखा था कि साधनों को सही अर्थों में साधन होने के लिए उन्हें हमेशा शुद्ध होना चाहिए। उनके अनुसार अहिंसा हमारा परम कर्तव्य है। उन्होंने कहा था कि यदि हम साधनों की पर्याप्त परवाह करें तो निश्चय ही कभी-न कभी हम साध्य तक पहुंच ही जाएंगे। इस संदर्भ में उन्होंने अपने विचार थोरी, इमर्सन, टॉलस्टॉय तथा जैन परंपरा आदि से प्रभावित होकर विकसित किए थे। वह 'सरमन ऑन दि माउंट' से भी प्रभावित थे। उन्हें विश्वास था कि व्यक्ति को सत्य व अहिंसा से दीक्षित किया जाए। उनके मतानुसार सत्ययुक्त होकर व्यक्ति सर्वहित के लिए भौतिक परिस्थितियों को रूपांतरित कर पाएगा। भौतिक परिस्थितियां और वैयक्तिक चरित्र, एक ही सिक्के के दो पहलू हैं। जिसमें गांधी जी के अनुसार वैयक्तिक चरित्र को वरीयता प्राप्त है क्योंकि केवल उसीमें भौतिक परिस्थितियों को स्थायी रूप से रूपांतरित करने की क्षमता है। न्यासिता और सत्याग्रह दोनों ऐसे ही साधन हैं।

सत्याग्रह दो शब्दों से बना है- 'सत्य' तथा 'आग्रह'। इसमें 'सत्य' सच्चाई का परिचायक है जबकि 'आग्रह' से 'बल', 'अनुरोध' तथा 'आत्म-शक्ति' का बोध होता है। किसी सत्याग्रही को अहिंसा तथा नैतिक विश्वास की दृढ़ता द्वारा ही हिंसा का विरोध करना चाहिए। गांधी जी के अनुसार सत्याग्रह, अधिकारियों के प्रतिरोध का ही तरीका नहीं है, बल्कि वह प्रेम और नैतिकता द्वारा समाज में सत्य की प्रतिष्ठा का भी एक कारगर तरीका है। गांधी जी का यह दृढ़ विश्वास था कि हिंसा दूसरों को आघात पहुंचाती है जबकि सत्याग्रह संभवतः स्वयं सत्याग्रही को निजी पीड़ा दे सकता है। सत्याग्रही केवल जीतने की ही कोशिश नहीं करता बल्कि यह सार्वजनिक कल्याण व सत्य की खोज करता है जिसे गांधी जी ने ईश्वर का प्रतीक माना था। इसके बावजूद, यदि हिंसा तथा कायरता में से किसी एक को चुनना हो तो गांधी जी सदैव हिंसा को चुनने के पक्ष में थे।

सामाजिक अथवा राजनैतिक असत्य एवं हिंसा व्यवस्था का प्रतिरोध करने तथा उसको परिवर्तित करने हेतु सत्याग्रह गांधीवादी अहिंसा की एक राजनैतिक कार्रवाई है। गांधी जी के अनुसार शांतिपूर्ण प्रतिरोध की सत्याग्रह से तुलना करते हुए निम्नलिखित विशेषताएं

बताई गई हैं :

- जहां शांतिपूर्ण प्रतिरोधी अपने विरोधियों के प्रति घृणा रखते हैं, वहीं सत्याग्रही अपने विरोधियों के प्रति प्रेम-भाव रखते हैं।
- 'शांतिपूर्ण प्रतिरोधी', सत्याग्रहियों के विपरीत अपने विरोधियों को परेशान या क्षति पहुंचा सकते हैं।
- शांतिपूर्ण प्रतिरोधियों के विपरीत, सत्याग्रह अपने निकटतम एवं प्रियजनों के प्रति भी किया जा सकता है।
- शांतिपूर्ण प्रतिरोध संस्थाओं और समुदायों के द्वारा किया गया प्रतिरोध है, जिसमें हिंसा का प्रयोग सम्मिलित है, जबकि सत्याग्रह एक नैतिक राजनीतिक कार्यवाही है, जो सदस्यों के द्वारा की जाती है, तथा इसमें हिंसा का प्रयोग वर्जित है।

सत्याग्रह के विभिन्न तरीके निम्नलिखित हैं :

- सत्याग्रहियों द्वारा शुद्धिकरण की कार्यवाही जैसे, शपथ, प्रार्थना और उपवास।
- असहयोग की कार्यवाही; जैसे बहिष्कार, हड़ताल, उपवास, हिजत (ऐच्छिक बहिर्गमन)।
- सविनय अवज्ञा की कार्यवाही, जैसे धरना देना, करों को अदा न करना और कानून विशेष की अवमानना।
- समाज सुधार एवं समाज सेवा के रचनात्मक कार्यक्रम; जैसे सांप्रदायिक सदभावना एवं एकता को प्रोत्साहन देना, अस्पृश्यता निवारण, प्रौढ़ शिक्षा, आर्थिक एवं सामाजिक असमानता को दूर करना।

इस प्रकार गांधी जी ने अपने विचारों में राज्य, संपत्ति तथा औद्योगीकरण की गंभीर आलोचना की। उन्होंने वैकल्पिक मूल्यों तथा संस्थाओं को भी प्रस्तुत किया था। उनके अनुसार असमानताओं, बाध्यकारी राज्य तथा प्रतियोगी पूंजीवाद के आधार पर बना कोई भी समाज वस्तुतः अनैतिक होता है। उन्होंने यह कहा कि यदि "सादा जीवन जीने योग्य है तो उसके लिए प्रयास करना सवर्था उचित है।।" उनके कई विचार अस्पष्ट हैं। एक राजनीतिक व्यूह रचयिता के रूप में उनके चिंतन में निहित यथार्थवाद प्रायः उनके ही विचारों में विद्यमान आदर्शवाद के विपरीत हो जाता। इसमें कोई संदेह नहीं कि गांधी जी ने लगभग उन सभी प्रश्नों को उठाया जो आधुनिक सभ्यता की दृष्टि से पूरी तरह प्रासंगिक हैं। इन प्रश्नों में राज्य शक्ति में अभिवृद्धि, नौकरशाही द्वारा उत्पीड़न, हिंसा का बढ़ता प्रयोग, बड़ी प्रौद्योगिकी के दुर्भाग्यशाली परिणाम आदि उल्लेखनीय हैं। आधुनिक सभ्यता की उनकी समालोचना अत्यधिक सारगर्भित है। इसी प्रकार, साध्य साधन के संबंधों का उनके द्वारा प्रतिपादन भी काफी विचारणीय है। इन सब संदर्भों में कोई भी विचारक उतना उपयुक्त नहीं है जितना कि गांधी जी। उनका सर्वाधिक उल्लेखनीय योगदान है आर्थिक व राजनीतिक विकेंद्रीकरण संबंधी उनका प्रबल आग्रह। राज्य के नीति निदेशक तत्त्व इसी गांधीवादी आग्रह का अनुसरण करने पर बल देते हैं। इसके अतिरिक्त आज विश्व भर के समाज वैज्ञानिक, अंतर्राष्ट्रीय विकास की विसंगतियों को दूर करने के लिए गांधीवादी विकल्पों पर पुनर्विचार व पुनर्व्याख्या करने को उत्सुक हैं। ये प्रयास आज की दुनिया में भी गांधी जी की पर्याप्त प्रासंगिकता सिद्ध कर रहे हैं।

अपनी इन समस्त वैचारिक विशिष्टताओं के बावजूद गांधी जी ने वैकल्पिक संस्थात्मक व्यूह रचना को पर्याप्त रूप से विकसित नहीं किया। जिसकी सहायता से आधुनिक काल में उनके विचारों को व्यावहारिक संदर्भ प्रदान किया जा सके। उदाहरण के लिए न्यास संबंधी अपने विचारों

को प्रस्तुत करते समय उन्होंने पूंजीपतियों की घोर स्वार्थपरकता पर पर्याप्त ध्यान नहीं दिया। यह ऐसे कई कारणों में से एक है जिसकी वजह से आजादी के बाद भारतीय जनता उनके विचारों को ठोस स्वरूप प्रदान करने में विफल रही। यद्यपि उन्होंने स्वयं संचालित राजनीतिक संघर्ष के औचित्य से भारतीय जनता को अच्छी तरह अवगत करा दिया था लेकिन वह अपने विचारों को ऐसी स्पष्टता नहीं दे सके जिससे भारतीय जनता को यह अनुभव हो कि नई राजनीतिक आर्थिक व्यवस्था का उनके विचारों से भी संबंध हो सकता है। इसी कारण जहां गांधी जी के कई अनुयायी प्रेरणा के लिए यूरोपीय समाजवाद के प्रति आकर्षित हुए, वहीं अन्य गांधीवादी अहिंसा पर आधारित सामुदायिक जीवन के लिए सर्वोदय दर्शन की ओर उन्मुख हुए। अंततः यह कहा जा सकता है कि गांधी जी का महान योगदान इस बात में निहित था कि उन्होंने बीसवीं शताब्दी की ज्वलंत समस्याओं को उभारा। इस क्रम में उन्होंने यह मत प्रतिपादित किया कि राजनीति, उद्योग तथा प्रौद्योगिकी को जीवन-आदर्शों के अधीन होना चाहिए। इसी कारण यह संभव है कि हम में से कुछ गांधी जी के विचारों से भले ही असहमत हों, लेकिन हम उनकी उपेक्षा भी नहीं कर सकते।

अभ्यास

1. गांधी जी ने पश्चिमी सभ्यता की आलोचना किन आधारों पर की थी?
2. लोकतंत्र और राज्य पर गांधी जी के विचारों का वर्णन कीजिए।
3. राजनीतिक और आर्थिक विकेंद्रीकरण के संबंध में गांधी जी के विचारों का वर्णन कीजिए।
4. 'संघर्ष समाधान' क्या है? संघर्ष समाधान के लिए गांधी जी की पद्धति का वर्णन कीजिए।
5. निम्नलिखित पर टिप्पणी लिखिए :
   (क) संसदीय स्वराज
   (ख) सत्याग्रह और शांतिपूर्ण विरोध
   (ग) सत्याग्रह की विधियां

अध्याय 17

मानववाद

मानववाद की अवधारणा का प्राथमिक रूप से उस विचारधारा से संबंध है जिसकी दृष्टि व्यक्ति की स्वायत्तता पर केंद्रित है। मानववाद शब्द के कई अर्थ हैं। सामान्यत: यह एक सिद्धांत है जिसके अनुसार, जैसा कि तजवेतन टोडोराव का कथन है, "मानव मानवीय कर्म का अन्तिम प्रस्थान बिंदु और संदर्भ बिंदु है"। मानववाद शब्द पहली बार संभवत: फ्रांसीसी विचारक मोंटेन के लेखन में आया है जहां उसने अपने चिंतन को धर्मशास्त्रियों के चिंतन के विपरीत प्रस्तुत किया। मानववाद, यूरोप में पुनर्जागरण एवं ज्ञानोदय का परिणाम था और इसकी पूर्ण अभिव्यक्ति अमरिकी और फ्रांसीसी क्रांतियों के दौरान हुई।

ऑक्सफोर्ड डिक्शनरी ने मानववाद को इस प्रकार परिभाषित किया है: "एक दृष्टिकोण अथवा वैचारिक व्यवस्था जिसका संबंध मानव से है न कि दैवी अथवा अलौकिक पदार्थों से। मानववाद एक विश्वास अथवा दृष्टिकोण है जो सामान्य मानवीय आवश्यकताओं पर बल देता है और मानवीय समस्याओं के समाधान के लिए केवल तर्क संगत समाधान तलाशता है और मानव को उत्तरदायी एवं प्रगतिशील बुद्धिजीवी मानता है।"

मानववादी, मानव की क्षमता में विश्वास रखते हैं। उनका कहना है कि मानव में बहुत सामर्थ्य है और यदि उसे विकास का अवसर मिले और उसका पूर्ण विकास हो जाए तो मानव बहुत ऊंचा उठ सकता है। मानववादियों का मानव की अच्छी प्रकृति में विश्वास है। गांधी, रसल और टॉलस्टाय बीसवीं सदी के महान मानववादी थे। अपने प्रारंभिक लेखन में मार्क्स भी मानववादी था। मार्क्स की प्रारंभिक कृतियों में *इकोनॉमिक एंड फिलास्फिकल मैन्यूस्क्रिप्ट्स* (1842) सम्मिलित हैं जो 1848 में प्रकाशित *कम्युनिस्ट मैनीफेस्टो* से पूर्व लिखी गई थी। एम. एन. राय भी मानववादी थे हम उनके मानववाद के विषय में आगे के पृष्ठों में पढ़ेंगे। उनकी वैचारिक यात्रा लंबी थी। उसने अपनी यात्रा मार्क्सवाद से प्रारंभ की और उग्र मानववाद पर समाप्त की।

मध्य युग में, मानव को, ईश्वर के अधीन बना दिया गया था। उसकी पहुंच प्रकृति के गुप्त रहस्यों तक थी परंतु अंतिम विश्लेषण में वे पूर्णत: ईश्वर के प्रति समर्पित थे। इस परिप्रेक्ष्य में पुनर्जागरण और ज्ञानोदय से बदलाव आया। मनुष्य इस सृष्टि का केंद्र बन गया। अब उसका स्वतंत्रता से इच्छा करना और स्वयं अपना स्वामी बनना संभव होने लगा था। उसके पास अब परंपराओं और ईश्वर के आदेशों के स्थान पर अपने और अपने साथियों के लिए जीवन चुनने की स्वतंत्रता थी। इसका अभिप्राय: यह था कि अब उसके पास अपना घर और अपना व्यवसाय चुनने की स्वतंत्रता थी। धार्मिक ग्रंथ व परंपराएं अब उसके लिए गौण थीं। यद्यपि धर्म अभी भी अपनी भूमिका निभाता रहा था; तथापि महत्त्वपूर्ण परिवर्तन यह हुआ कि मनुष्य को सत्य और असत्य, ठीक और

गलत, न्याय और अन्याय तथा अच्छे और बुरे में भेद करने का विवेकपूर्ण अधिकार मिल गया।

मानववादी चिंतन में मनुष्य अपने निजी जीवन में स्वतंत्र होता है। वह न केवल अद्‌वितीय है, अपितु भिन्न भी है जो कभी दूसरा नहीं हो सकता। नैतिक जीवन के नियम निर्धारण के लिए उसने अंतर्निहित प्राकृतिक अधिकार भी प्राप्त किए। बाद में इसके साथ एक अन्य पक्ष और जुड़ा जब मानव ने सार्वजनिक क्षेत्र में भी स्वतंत्रता का दावा किया और राजनीतिक शासन चुनने के अपने अधिकार पर बल दिया। इस प्रकार लोकतंत्र, सरकार का एकमात्र वैध रूप बन गया। यह आंदोलन 18वीं शताब्दी के अंतिम वर्षों में, अमरिकी और फ्रांसीसी क्रांतियों के दौरान, पूरे ज़ोर पर था। दोनों क्रांतिया इस विचार से प्रेरित थीं कि कोई भी सत्ता/शक्ति, भले ही वह परंपरा, परिवार अथवा राज्य हो, मनुष्य की इच्छा से श्रेष्ठतर नहीं हो सकती।

इन परिवर्तनों के परिणामस्वरूप तीन मुख्य अवधारणाएं उभरीं :

भौतिकवाद

क्योंकि ईश्वर का अस्तित्व संदिग्ध है और मानव पूर्णरूप से अपना स्वामी है, वह स्वयं अपने मूल्य निर्धारित करेगा और भौतिकवादी होगा। आधुनिक विज्ञान तर्क की भूमिका पर बल देता है, और प्रकृति तथा इतिहास के संपूर्ण रहस्यों को भेदने में तर्क की प्रासंगिकता और क्षमता पर विश्वास करता है। विज्ञान, तकनीक का निर्माण करता है और इस विचार की ओर प्रेरित करता है कि हम न केवल प्रकृति को समझ सकते हैं, अपितु इसे अपनी इच्छानुसार बदल भी सकते हैं।

व्यक्तिवाद

परंपराओं और पारिवारिक संबंधों का दबाव व्यक्ति की स्वतंत्रता को सीमित करता है। इसलिए व्यक्ति को अपनी स्वायत्तता के लिए जोर देना चाहिए तथा अपने हितों के अनुसार निर्णय करने चाहिए। स्वतंत्रता पुनर्जागरण का सबसे मूल्यवान उपहार है तथा हमें किसी भी कीमत पर इसे बनाए रखना चाहिए। ऐसा नहीं कि प्रत्येक ने इस स्थिति को पूर्णरूपेण स्वीकार किया। उदाहरण के लिए रूढ़िवादी अभी भी परिवार एवं परंपरा के मूल्यों के साथ चिपके रहना चाहते हैं। अन्य वे हैं जो सहभागी जीवन के मूल्यों को छोड़ना पसंद करते हैं, लेकिन मानववादियों का मानना है कि मनुष्य निजी अंतर्संबंधों में वस्तुगत समान स्थितियों को जीता है जैसा कि टोडोराव का कथन है कि "प्रत्येक की अपने साथ संवाद में अनूठी स्थिति है। प्रत्येक अकेला होता है और अपनी क्रियाओं के लिए स्वयं उत्तरदायी है।" सभी मामलों में अंतिम निर्णय अब व्यक्ति पर रहता है। उसे जीवन के प्रति सकारात्मक होना चाहिए। अपनी शक्तियों पर जोर देना चाहिए तथा दूसरों के संबंध में अपने हितों को निरंतर आगे बढ़ाना चाहिए।

लोकतंत्रवाद

मानव विवेक संपन्न है इसलिए उसमें अच्छे या बुरे का निर्धारण करने की क्षमता है और उसे अपनी राजनीतिक शासन प्रणाली चुनने का अधिकार है। लोकतंत्र, वैध सरकार का एकमात्र रूप है, क्योंकि यह लोगों की इच्छा के विचार पर आधारित है। मानववादी चिंतन राज्य संस्थाओं को संगठित करने के लिए आर्थिक-नीतियों के विषय में बहुत कम बताता है। मानववाद, सहिष्णुता एवं बहुलवाद के सिद्धांतों के इर्द-गिर्द एक निर्देशात्मक परिप्रेक्ष्य प्रदान करने में ही संतुष्ट रहता है। इसके अनुसार कहीं कोई स्वर्ग नहीं है। विश्व अपूर्ण है और मानव प्राणियों को इसे सर्वोत्तम बनाना होगा।

भारत में एम.एन.राय ने मानववादी विचार को स्पष्ट अभिव्यक्ति प्रदान की है। उन्होंने मानव को

एक केंद्र के रूप में माना है। उन्होंने लिखा है कि "स्वतंत्रता एक सर्वोच्च मूल्य है, क्योंकि स्वतंत्रता की इच्छा मानव अस्तित्व का सार है।" एम.एन.राय ने मानववाद को इसलिए स्वीकार किया क्योंकि मानववादी हमेशा जीवन के प्रति यह मान्यता लेकर चलते हैं कि मानव प्राणी सार्वभौम होता है। सामान्य शारीरिक क्रियाओं से सर्वथा भिन्न मनुष्य की ज्ञानार्जन की अद्भुत क्षमता, उसे ऐसी शक्ति प्रदान करती है जिससे दूसरों पर शासन न करके वह मानवता के हित में स्वतंत्रता का सृजन करता है।

यह मानववादी चिंतन का ही श्रेय है कि हम कुलीनतंत्रीय युग से लोकतंत्रीय युग में आ गए हैं, जिसमें सभी को स्वतंत्र एवं समान माना जाता है। इसने व्यक्ति को न केवल ईश्वर से अपितु कुल मिलाकर उन सब विचारधाराओं से भी सचेत किया है, जो इतिहास की काल्पनिक दृष्टि अथवा अस्पष्ट सार्वभौमिक अवधारणाओं और राष्ट्रवाद जैसे सिद्धांतों द्वारा व्यक्ति को पराधीन बनाए रखने का प्रयास करते हैं। एक निर्धारक सिद्धांत के रूप में इतिहास पर बल अंततः साम्यवाद तथा वर्ग संघर्ष के नाम पर साम्यवादी शासनों से जुड़े अत्याचारों की ओर ले गया। प्रजातियों एवं राष्ट्रवाद पर जोर, फासीवादी शासन प्रणालियों के रूप में सामने आया है, जिसमें व्यक्ति को राज्य की बलिवेदी पर बलिदान कर दिया गया। मानववाद ने तकनीकी प्रभुत्व को भी अस्वीकार कर दिया है। मशीन मानव प्राणियों की सेवा के लिए है, न कि मानव मशीनों के लिए है।

मानववाद का महत्त्व इस तथ्य में निहित है कि यह व्यक्ति की स्वायत्तता पर जोर देता है। यह सही है कि व्यक्ति एकाकी जीवन नहीं जी सकता बल्कि दूसरों के साथ ही जीवनयापन करता है। मानववाद का महत्त्व यह है कि अंतिम विश्लेषण के तौर पर यह व्यक्ति की स्वयं की विशिष्टताओं एवं नैतिक महत्त्व पर बल देता है। सभी नागरिक समाज के समान सदस्य हैं। महत्त्व उनकी सादृश्यता में नहीं वरन् उनकी विशिष्टताओं एवं भिन्नताओं में है। समाज, अच्छे और बुरे लोगों से बना है। ऐसे लोगों से, जो परस्पर सहयोग कर सकते हैं और नहीं भी, जो एक-दूसरे की क्षति कर सकते हैं और नहीं भी। मानववाद में यह माना जाता है कि बहुलता के परिप्रेक्ष्य में ये सभी व्यक्ति साथ-साथ रह सकते हैं। राज्य, विज्ञान, तकनीक आदि सभी इस लक्ष्य के साधन हैं, जो कि व्यक्तियों के उत्कर्ष को संभव बनाते हैं। राज्य, विज्ञान एवं तकनीक अपनेआप में लक्ष्य नहीं हैं एवं उन्हें मानव जीवन पर प्रभुत्त्व की अनुमति नहीं दी जा सकती।

अभ्यास

1. मानववाद क्या है?
2. एम.एन. राय के मानववाद के विचार को स्पष्ट कीजिए।
3. मानववाद के संदर्भ में निम्नलिखित को स्पष्ट कीजिए :
   (क) भौतिकवाद
   (ख) व्यक्तिवाद
   (ग) लोकतंत्रवाद

पारिभाषिक शब्दावली

बुर्जुआजी (Bourgeoisie) : [illegible]

पूंजीवाद (Capitalism) : [illegible]

चार्टिस्ट आंदोलन (Chartist Movement) : ब्रिटिश मजदूर वर्ग [illegible] आंदोलन जो 1838 [illegible]

लोकतांत्रिक समाजवाद (Democratic Socialism) : [illegible]

नृजातीय (Ethnocentric) : विभिन्न जातियों और संस्कृतियों का [illegible] अपने मानदंडों द्वारा मूल्यांकन

अभिजन (Elite) : लोगों का एक ऐसा समूह जो समाज में अपना एक विशिष्ट स्थान बनाए हुए है। इस शब्द का प्रयोग [illegible] के लिए भी किया जाता है; जैसे — राजनीतिक अभिजन।

फेबियन समाजवाद (Fabian Socialism) : फेबियन समाज [illegible] 1884 में इसका उद्भव हुआ। इसने [illegible] क्रमिक [illegible] संभव हो सका।

गिल्ड-समाजवाद (Guild Socialism) : समाजवाद का एक [illegible] यह इंग्लैंड में 1900 ईस्वी के आसपास [illegible] हुआ। इसका प्रमुख प्रतिपादक जी.डी.एच. कोल था।

मानववाद (Humanism) : यह एक ऐसी [illegible] दृष्टिकोण है जो मानवीय है न कि दैविक अथवा अलौकिक विषयों से संबंधित।

मानव अधिकार (Human Rights) : मानव अधिकार प्राकृतिक अधिकारों के उस पक्ष से संबंधित हैं जो [illegible] हैं, ये व्यक्ति को इसलिए प्राप्त होते हैं क्योंकि वह मानव है। ये सार्वभौमिक हैं और सभी मानव समुदाय के लोगों को प्राप्त होते हैं न कि किसी विशेष राज्य, धर्म, लिंग अथवा अन्य संबंधित लोगों को।

उ धयों में किसी प्रकार का

उदारवाद (Liberalism) : एक ऐसा ... ारित है जैसे, सहमति तथा सहिष्णुता आधुनिक उदारवाद सांस्कृतिक उदार...।

सर्वहारा (Proletariat) : मौलिक रूप से प्राचीन रोम का संपत्ति-हीन वर्ग जो सेवकों की जनसंख्या में वृद्धि करके रोम राज्य की सेवा करता था। सर्वहारा का सर्वाधिक प्रचलित प्रयोग कार्ल मार्क्स ने किया जिसके अनुसार सर्वहारा वर्ग में उद्योग, कृषि व बौद्धिक पदों पर कार्यरत ऐसे लोग आते हैं जो अपना श्रम बेचकर जीवन-निर्वाह करते हैं। सर्वहारा इस प्रकार पूंजीवादी बुर्जुआजी से विपरीतार्थक वर्ग है।

प्राकृतिक अवस्था (State of Nature) : प्राकृतिक अवस्था उस पूर्व नागरिक और राजनीतिक अवस्था की परिचायक है जिसमें मानव संबंधों का नियमन प्रकृति के कानून द्वारा होता था। कुछ विचारों ने इसे पूर्व-सामाजिक अवस्था भी माना है। यह प्राकृतिक अवस्था आदर्शवादी थी तथा अधिक समय तक बने रहने की दृष्टि से असुविधाजनक थी। इसलिए मानव ने इस प्राकृतिक अवस्था का परित्याग करके एक राजनीतिक समाज का गठन किया।

श्रमिक संघवाद (Syndicalism) : मजदूर संघों का एक ऐसा आंदोलन जिसने सीधी कार्रवाई का समर्थन किया तथा जिसका रूप एक क्रांतिकारी आम हड़ताल के रूप में प्रकट हुआ यानी जिसका उद्देश्य मजदूरों का स्वामित्व तथा उद्योगों पर नियंत्रण स्थापित करना था। रॉबर्ट ओवेन के प्रभाव में यह विकसित हुआ तथा फ्रांस में इसका अधिक सक्रिय रूप प्रस्तुत हुआ साथ ही फ्रेंच शब्द 'सिंडिकेट' (मजदूर संघ) से उसका प्रचलित नामकरण भी हुआ।

श्रमिक संघ (Trade Union) : वेतनभोगी श्रमिकों का एक ऐसा संगठन है जो कार्य करने की शर्तों में सुधार करने और उनके स्व-हितों की रक्षा करने में योगदान करता है।

स्वप्न द्रष्टा (Utopia) : इसका संबंध आदर्श राज्य से है जहां किसी प्रकार की अपूर्णता नहीं होती। यह एक ऐसी धारणा है जिसे व्यावहारिक रूप से उपलब्ध नहीं किया जा सकता। 1516 में थामस मूर द्वारा एक द्वीप की खोज जिसका नाम यूटोपिया था को खोज करने के पश्चात यह शब्द अत्यधिक लोकप्रिय हो गया।

राजनीतिक सामाजीकरण (Political Socialisation) : जिस प्रक्रिया के द्वारा मनोवृतियां, मान्यताएं एवं अभिमुखताओं का एक विशेष समुच्च एक पीढ़ी से दूसरी पीढ़ी तक हस्तांतरित होता है। उसे राजनीतिक सामाजीकरण कहा जाता है। दूसरे शब्दों में यह 'राजनीति के बारे में क्या, कब एवं कैसे जानते हैं', का अध्ययन है।

राजनीतिक सहभागिता (Political Participation) : यह एक ऐसी धारणा है जिसके द्वारा शासकीय सत्ता एवं जनसाधारण के मध्य निकटतम संबंध विकसित होता है क्योंकि इसके द्वारा शासन संचालन की प्रक्रिया में जनता की राजनीतिक क्षेत्र में भागीदारी सुनिश्चित करने के लिए सदा प्रयास किया जाता है।

राजनीतिक विकास (Political Development) : राजनीतिक विकास की अवधारणा मुख्य रूप में तृतीय विश्व के देशों के उद्भव के पश्चात हुआ। इसके अंतर्गत विकासशील देशों के मध्य एक नैतिक, सदाचारी एवं राजनीतिक अच्छाई के रूप में विवेचन एवं विश्लेषण पर बल दिया जाने लगा।

ment industries (750 thousand), machinery (740 thousand), iron and steel (700 thousand), textiles (650 thousand), and lumber products industries (440 thousand). These five industry groups combined account for 3.3 million, nearly three-fourths of the total diversion forecast for the manufacturing industries.

Civil Service Announcements

Civil Service announcements also are very useful sources of occupational information. They reveal the type of positions that are open for various levels of educational training and experience and name the salary that may be expected for particular positions upon entrance into the Federal service.

Teachers frequently prepare curriculum materials in light of Civil Service requirements of occupations which are closely related to or largely dependent on their subjects. But since vocational guidance is a process of assisting an individual by all available means to make his own decisions concerning his vocation, rather than have a specialist do this for him, the individual himself must know what is required and what may be expected in the different courses of action that lie open to him. It is not only the counselor but also the one who is counseled who needs to know the requirements and opportunities of various occupations.

While in training, classes will be spurred on to meet the standards set by the Civil Service, believing that those same requirements would meet the needs of civilian jobs.

For information concerning announced examinations, and for application forms, apply to the Board of United States Civil Service Examiners in any city which has a post office of the first or second class, or to the U.S. Civil Service Commission, Washington, D.C.

Use of Report of National Resources Planning Board

Another government agency, the National Resources Planning Board, formerly the National Resources Committee, is constantly studying technological changes. Oftentimes its reports forecast the shifts in occupational trends and should be utilized.

Technological developments mean changes in occupational opportunities. While some technological changes have resulted in the complete elimination of occupations and even entire in-

dustries, other changes have brought about new occupations, services, and industries. Significant studies on technological trends should be examined by everyone interested in the course of scientific progress and its implications, especially with reference to vital occupational trends, opportunities, and training facilities.

The National Resources Committee's printed report, [3] *Technological Trends and National Policy, Including the Social Implications of New Inventions*, is a significant attempt to forecast future job developments. It recommends social and economic planning during the next few decades in the following thirteen fields of industry:

Mechanical cotton picker.
Air-conditioning equipment.
Plastics, which are chemically made materials substituting for wood, steel, and other substances.
Photo-electric cell, the "electric eye," that can substitute for human routine operations.
Artificial cotton and woolenlike fibers made from cellulose.
Synthetic rubber.
Prefabricated houses.
Television.
Facsimile transmission, by which pictures and messages are sent by wire and radio.
Automobile trailers.
Gasoline produced from coal, now commercially practiced in Europe
Steep-flight aircraft, such as autogyros and helicopters.
Tray agriculture, or raising crops not upon soil but in tanks of nutrient solutions.

The report was prepared by the Science Committee of the National Resources Committee, through a special Sub-committee on Technology. It aims to show technological trends, including the social implications of new inventions which may affect living and working conditions in America in the subsequent ten years.

Part I of this report includes a discussion of the inventive progress of this century and considers the probabilities of future inventions and the value of planning for tomorrow's technology. Part II deals with the relation of science to technological trends and the interdependency of science and technology. Part III contains nine chapters on technology in the following industrial fields: agriculture, minerals, transportation, communications, power, chemistry, electrical goods, metallurgy, and construction. Each chapter is written by various collaborating experts who point out the social implications of the future technology in their respective fields — implications which include future job possibilities in newer and widening vocations.

On the basis of this report, pupils may prepare scrapbooks on the thirteen fields of industry in which the National Resources Committee predicts growth. Special emphasis may be given to fields of work related to business courses. A class of thirty pupils might prepare ten scrapbooks, with three working on each, filling perhaps ten pages a year. Committees of three each could add ten pages the following year.

If the forecast of the committee is accurate and there is a growth in these thirteen occupational fields in the next decade, the scrapbooks will contain interesting historical material on development and trends in these fields, as well as give an awareness of changing occupational opportunities.

Since large scrapbooks can be purchased for ten cents, there can be as many fields covered as there are committees interested. Students should be cautioned to include only articles or pictures of occupational significance and not to mutilate library magazines for the clippings.

Scrapbooks have the disadvantage of bulkiness, though they have the advantage of permitting individuality in plan, arrangement, and labeling. Many pupils will exchange clippings or pictures about occupations, as in a stamp exchange club, and will learn to be on the alert for pertinent articles in the daily papers and periodicals.

The scrapbooks may be kept in the classroom file or donated to the library for reference and pleasure reading.

These Government aids in vocational guidance constitute the most reliable, authentic, and up-to-date information that exists. By using them in their secondary school assignments, young people become acquainted with them and learn how to use them, so that they will know how to refer to them, as well as to current publications, in the days to come when they, as workers, need help in coping with occupational problems.

ASSIGNMENTS FOR PUPILS

1. Concerning each of the fields of work discussed in *Technological Trends and National Policy*, the following questions may be considered:
   (*a*) What is likely to determine development, growth, and trends in each field?
   (*b*) How would growth in each field affect living and working conditions in America? In your community?

(*c*) What social or economic obstacles impede the growth of each field?

(*d*) What kinds of work would be required in each field? What clerical and business occupations would be affected?

(*e*) How does the war effort have an effect on each of these fields?

(*f*) Discuss the implications which may result in future job possibilities in newer and widening vocations.

2. What is radar? How can it be used in peacetime?
3. List five new inventions developed in war activities.
4. Write a description of the changes you think may take place in your community during the next five years.
5. List ten new careers that have been made possible through recent technological advances.
6. If you were building a new community on an island which was not easily accessible to means of transportation, which tools of science would prove most useful? Why?
7. Name five inventions which you think will be developed in the next few years.
8. Inquire about the trends of specific clerical work in your community to discover whether the number of clerical workers has increased or decreased in the past two years, and what the outlook appears to be for employment in each of the clerical and sales occupations named on page 82 and pages 237–238.

SELECTED REFERENCES

1. HINRICHS, A. F. "Research Through the Occupational Outlook Service." *Occupations, the Vocational Guidance Magazine*, p. 484. April 1940.
2. *Monthly Labor Review*. United States Department of Labor, Bureau of Labor Statistics. Order from Supt. of Documents, Government Printing Office, Washington, D.C. Annual subscription $3.50.
3. NATIONAL RESOURCES COMMITTEE. *Technological Trends and National Policy*. Washington, D.C.: U.S. Government Printing Office, 1937. $1.00.
4. NATIONAL RESOURCES PLANNING BOARD. *Our National Resources, Facts and Problems* Washington, D.C.: Supt. of Documents, Government Printing Office, 1940. 10¢
5. *Occupational Information and Guidance; Organization and Administration*. U.S. Office of Education. Government Printing Office, 1940. 25¢
6. STUDEBAKER, JOHN W. "The New National Occupational Information and Guidance Service" *Occupations, the Vocational Guidance Magazine*, p. 104. November 1938.

VIII

The Homeroom Activities, Quiz Contests and Guessing Games

THE homeroom activity occupies a strategic position in the vocational and educational guidance program. Its most important function is providing an opportunity for pupil initiative and freedom in arranging programs and for creative participation in the activities pupils elect to sponsor. Only a few of the homeroom activities contribute to the panoramic view of the workaday world, but the homeroom plays a significant role and will be considered here.

PRIVILEGE DAY

One plan found effective to induce pupils to approve and adopt as their own some of the purposes proposed by educators is the "privilege day" program. Days are set aside for the homeroom programs to be in charge respectively of the pupil chairmen, vice-chairmen, and secretaries, assisted by committees of their choosing. These pupil officers are privileged to invite speakers, rent a motion picture, give a play, conduct a forum discussion, or select any activity aimed to aid the pupil to make wise choices. A list of problems on which future decisions have to be made is published in the school paper as suggestions for these programs. A full report of the various homeroom plans, including the names of student chairmen and any participants from the community, appears in the school and city newspapers after the programs. Some of the topics chosen by the pupil chairmen are continued in the classroom discussions and become integrated throughout the curriculum.

Many of the programs will be discussions led by successful workers, as they usually prove to be very popular with groups of pupils. Some programs provide motivation for the mental, moral, physical, social, economic, or personal development of the individual. The plan permits pupils to share in planning some group activities of their selection. It provides for the exercise of initiative in devising plans and of enterprise and persevering application in executing them.

SUGGESTED TOPICS FOR HOMEROOM PROGRAMS *

Problems on Which Youth Must Later Make Decisions

Objectives of Self-Realization

1. How to work and study effectively. How to formulate good study skills and work habits. How to plan a daily schedule of the twenty-four hours in a day How to judge a lecture and report it accurately. How to prepare for an examination, either in school or for Civil Service.
2. How to improve one's physical health and endurance. How to select a physician or dentist.
3. How to avoid accidents and injuries. How to apply first aid.
4. How to develop personal and moral qualities. What are the qualities leading to success and the qualities of good citizenship?

Objectives of Human Relationships

5. How to get along with others. How to choose, win, and keep friends.
6. How to be more charming. How to carry on an interesting and profitable conversation. How to improve manners, courtesy, etiquette, personal attractiveness, personal appearance, voice, clothing, poise, posture, and a businesslike attitude
7. How to develop a wholesome philosophy of life, including personal values, ambitions, ideals, and religion.
8. How to plan and to get the most out of a trip Travel conduct.
9. How to insure a happy home life. How to select a suitable mate. How to live harmoniously with members of the family.

Objectives of Economic Efficiency

10. How to earn, spend, and save money more intelligently. How to invest savings wisely. How to select the best type of insurance policy. How to purchase clothes with taste and economy.
11. How to choose a vocation and how to prepare for it. What are the occupations from which to choose? What do they require and offer?
12. How to know the educational opportunities available after leaving school.
13. How to choose wisely one's recreations, hobbies, and leisure ac-

* Based on three sets of topics taken from. Briggs, T. H *Improving Instruction*, p. 242. Macmillan Co, 1938. Germane and Germane. *Personnel Work in High School*, p 29. Silver Burdett Co, 1941. Symonds, Percival. "Life Problems and Interests of Adults." *Teachers College Record*, pp. 144–5. November 1936.

[illegible] one's sports and games, fellowship and social activities, and one's reading, motion pictures, and radio programs.

14. How to detect and resist propaganda. How to read advertisements.
15. How to make a favorable impression in an interview for a job. How to present information so as to sell one's services.

Objectives of Civic Responsibility

16. What are desirable civic interests, attitudes, and responsibilities? How to become more intelligently tolerant and interested in world problems. Why society provides and controls free education.
17. How to know the law that applies to the most commonly occurring difficulties. How to select a lawyer.
18. What contribution shall I make to the war effort? What skills and abilities are useful both in the armed services and in peacetime occupations?

The following bulletin to student officers will explain the program for homeroom groups:

"Privilege Day" Programs

To Student Chairmen of Homeroom Groups:

The chairmen of the homeroom groups and their committees will be "privileged" to select and arrange the programs for the guidance groups on ______________ (date).

The vice-chairmen and their committees on ______________ (date).

The secretaries and their committees on ______________ (date).

These programs may deal with any topic relating to some phase of guidance—leisure-time guidance, social guidance, vocational guidance, guidance for wartime service, etc. The programs should aim to provide some information which will assist pupils to make intelligent decisions now or at some future time. Some suggested topics are given above.

Teachers and pupils here last year will remember the types of "privilege day" programs that were most satisfactory and will be able to offer many helpful suggestions.

You may invite an "outside" speaker, arrange for a student discussion, rent a movie (provided you are first to reserve the motion-picture equipment for that hour), play a recording over the loud speaker (if you reserve the use of the equipment), put on a skit, or arrange whatever type of program you choose.

The program must have the approval of the adviser of your homeroom group.

Because the activity period is a short time in which to talk over plans, this procedure is suggested as a means of getting committees into action quickly:

> The chairman may choose a pupil for his committee, then the vice-chairman names someone, and the secretary selects a committee member. Following this round, the chairman chooses a second pupil, the vice-chairman names his second committee member, etc., until every pupil in the room has been selected for one of the three committees.
>
> The three committees then assemble in various parts of the room to look over the list of suggested programs and talk over what they would prefer to have when it is their turn to arrange the "privilege day" program.

The chairmen of the homeroom groups are responsible for carrying out the plans for the ______________ (date) programs; the vice-chairmen of the guidance groups are in charge of the ____________ (date) program; the secretaries are privileged to conduct the ______________ (date) meeting.

Let's have some worth-while programs!

Introducing New Books

A book promotion program centering around new books purchased for the library by homeroom groups and school organizations is one which the author considers one of the most worth-while she ever directed.

At a time of the year when students were preparing their written reports of investigations of occupations, the library limited the circulation of books and pamphlets about vocations to overnight use. It was suggested to the homeroom groups that since the supply was limited, each group might choose one field of work on which to select and obtain some up-to-date occupational material for donation to the library. One group decided to conduct a ping-pong tournament for faculty members during the noon hour and charged a penny admission. With the proceeds the group ordered four books of the Dutton Occupational series. Another group dramatized a play after school, secured one of the faculty men to tap dance between acts, and charged two cents admission. With the proceeds, the group ordered five of the Dodd, Mead and Company career series. Other groups typed at five cents a page, sold candy bars, delivered sales packages at five cents a delivery, served at a banquet, sponsored a matinee dance, arranged a grand march and prize dance preceding the

Junior Prom, sponsored a school movie, served a silver tea to faculty and seniors, charged admission to a faculty-pupil quiz contest, and arranged for a vocational costume school party. Some groups selected free materials, or made voluntary contributions.

Each group was furnished with a Gaylord pamphlet binder to hold six pamphlets, with the suggestion that the most reliable booklets on some vocation be assembled in these binders which could be shelved and circulated as books.

When the material was presented to the library, in an assembly program, each chairman described the selections made by his group, as he added their contribution to the growing bookshelf. Thus, the entire school was informed regarding the new literature on occupations represented by the thirty books and the ninety pamphlets acquired for this occasion.

The zeal of the student committees in investigating what was available and what would be acceptable to their classmates was helpful in acquainting pupils generally with sources of information regarding occupations.

As is usual with gift books, they were inscribed with the names of the donors, so that future users could identify the source of the selection. This inscription lent a personal touch to these books, and their circulation proved their usefulness.

Graduating classes usually leave a gift to the school. This could consist of books, as it frequently does. An assembly program could be devoted to reasons for the choice of the titles being given and to summaries of the books' contents. The school's policy in regard to money-collecting activities would have to be checked.

A "Diploma Tea"

A "diploma tea" was selected by one of the home economics groups as a means of purchasing new books and creating interest in reading them. Shortly before Commencement, seniors and faculty members were invited to a silver tea. The scholastic honor roll was announced on this occasion and the seniors whose four-year averages were above 90% were in the receiving line as guests of honor. The table centerpiece consisted of a mortarboard holding "diplomas" toward which paper dolls wearing caps and gowns were facing. The diplomas, made by folding typewriting paper lengthwise and tying with ribbon of school colors, contained a commencement poem, a list of new voca-

SENIORS

Felicitations, Congratulations, and Best Wishes upon Your Graduation from the West Bend High School

COMMENCEMENT POEM

By Frances Frost

This is the year at last, and the year's bright day
that marks the proud fulfillment of our dream.
We smile and have but few halt words to say
to one another: these last hours seem
too glad, too brief, too tremulous for speech.
The four years rich with fellowship are gone,
and we are here, our goal within our reach,
with work and laughter to look back upon

Forward we gaze beyond this hour's pride,
forward to life and greater work and faith;
and we, who strove and failed and fought and sighed,
stand here with valiant hearts and shaken breath.
Half-sad, half-gay, we know one battle done,
and set our courage toward the morrow's sun.

Junior Red Cross Journal, May 1943

We wish you success and good luck
in your careers ahead.

NEW BOOKS TO READ

At one time or another during the past year, you expressed interest in the vocation named below. Some books on this subject which will be in the High School Library at the close of this Vocational Book Fair and which you may wish to read are:

Occupation	Author	Title

tional books, and an individual reading list relating to the two or three vocations in which the graduate had expressed interest during the year. The general list and poem were mimeographed, but the individual list was written in longhand to insure a personal note.

At both ends of the tea table were tables of new books purchased with the proceeds of the various group projects, somewhat in the manner of a vocational book fair. The hostess group attended to details of serving the tea, punch, cookies, and sandwiches, while the chairmen of the various book collection committees helped with the display of books and distribution of diplomas. The faculty souvenir diplomas, without the individual reading lists, were used for the centerpiece. The senior diplomas were placed on the tables with the books. (See pictures 20-23.)

The graduates felt a pride in receiving the miniature diplomas designed individually for each one and, what was more important, they felt a glow of interest and a responsibility in reading the new books to which their diplomas referred them.

Another career display arranged in honor of the graduates from a junior high school is pictured in the *Wilson Library Bulletin*, May 1943. The display board represents a stage with white side curtains and black center. The cut-out paper dolls dressed in caps and gowns are approaching "the future" with diplomas. Directly below the question mark are career books and diplomas containing lists of books and pamphlets on the careers in which the graduates expressed interest.

GROUP DISCUSSION

Another effective plan is to distribute inexpensive booklets to the homeroom student chairman and adviser for use during the weekly discussion period. For the basis of a discussion of social usage, for example, one of the published booklets would be made available instead of a locally prepared bulletin. While the printed material furnishes tools with which to work, pupils are free to decide whether or not to use them, to develop their own plans, and to substitute other resource literature which they may prefer.

Some of the bulletins are provided for the pupil officers for circulation among their groups. Advisers retain their copies for their personal libraries for use in counseling.

Materials for such distribution include:

HOW TO STUDY

Edmonson, J. B., and Goodrich, C. L. *Study Helps for High-School Students.* Lansing, Michigan: Michigan Education Association, 1930. $3.50 per 1000.

Kornhauser, A. W. *How To Study.* University of Chicago Press, 1924. 25¢

Wrenn, C. Gilbert *Study Hints for High-School Students.* Stanford University Press, 1932. 20¢

Wrenn, C. Gilbert, and Cole, Luella. *How to Read Rapidly and Well — A Manual of Silent Reading* Stanford University Press, 1935. 20¢

SOCIAL USAGE

Barker, Mary Perin. *Good Manners for Young Women.* John Wiley & Sons, Inc., 1935. 20¢

Barker, Mary Perin. *Technique of Good Manners — A Handbook for College Men.* John Wiley & Sons, Inc., 1935. 20¢

Stephenson, Margaret B., and Millet, Ruth L. *A Test on Social Usage.* Bloomington, Illinois: McKnight and McKnight, 1935. 10¢

Strang, Brown, and Stratton. *A Test of Knowledge of Social Usage.* Bureau of Publications, Teachers College, Columbia University. 10¢

Weyand, Paul M. *Building Better Habits; A Secondary School Manual for Group Guidance.* Extra Curricular Publishing Co., Keokuk, Iowa, 1941. 25¢

VOCATIONAL GUIDANCE

Bacher, Otto R., and Berkowitz, George J. *School Courses and Related Careers.* Chicago: Science Research Associates, 1941.

Berkowitz, George J., and Newburger, George. *"Dr. Manpower" — The Wartime Job Quiz.* Washington, D.C.: B'nai B'rith Vocational Service Bureau, 1943. 10¢

Materials published by the U.S. Office of Education.

Preparing for Industrial Work. National Association of Manufacturers. 14 West 49th Street, New York City, 1943. Free

VALUE OF HIGH SCHOOL RECORD

Your Future. March 8, 1943. "Civil Service Checkup" includes the rating sheet filled out for all civil service applicants by persons named as reference.

Student report on library copy of *Your High School Record — Does It Count?* South Dakota Press, Pierre, South Dakota, 1943. $2.25

Brooke, Esther Eberstadt. *60 Easy Ways To Improve Your Personality.* Sold by Dean Wilsey Geer Co., Oshkosh, Wisconsin. $3.00 per 100.

MacGibbon, Elizabeth Gregg. *Good Manners in Business — 44 Questions Often Asked About Office Etiquette.* Sold by Dean Wilsey Geer Co., Oshkosh, Wisconsin. $3.00 per 100.

The homeroom situation offers an opportunity for group discussion of problems dealing with questions of courtesy and social usage. Incidents such as the following * may be discussed to underscore the responsibility of each person for cultivating habits of acceptable personal appearance:

When Jane finished school, she went to work in the stock room of a department store. She had often dreamed of waiting on customers in a store and hoped that soon she would be a sales clerk. A year passed and she was not promoted. Other girls who had worked there for shorter periods of time were advanced into the retail department where they came in contact with customers.

When Jane received an offer of work in a factory, she accepted, believing that her employer held a grudge against her. Before leaving, however, she asked the supervisor why she had not been promoted. He replied that her hair was not well groomed, her fingernails were not clean, and that she usually wore slacks.

Jane left the stock room feeling that the supervisor should have told her that she should improve her personal appearance, even though attractive hair, nails, and dress were not essential for successful performance of her duties in the stock room.

Was Jane treated unfairly? What should she have done? What should she do now? Should the school have taught her this lesson? Should the supervisor have warned her? What might she do before giving up hope of becoming a sales clerk? If slacks were the correct business dress, would not Uncle Sam have purchased them for the WAVES and WACS?

PROBLEM FOR GROUP DISCUSSION †

Henry graduated from high school ten years ago. When he left school, he became a mechanic. After a short time he quit and went

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* Adapted from. Allen, Richard D. *Case-Conference Problems in Group Guidance*, p. 111. Inor Publishing Co., 1933.

† Adapted from. Shively, C. C. and J. D. *Personal Analysis and Vocational Problems*, p. 54. Wichita, Kansas: McCormick-Mathers Co., 1938.

to work in a grocery store. He stayed there for two years. He bought with the money he had saved a small chicken farm, which he ran for three years, and then sold for the same price he had paid for it. He came to town and started a rooming house which he ran for four years and then gave up. He decided he wanted to work on the railroad. He liked this, but after a year's work, business became poor and he was discharged. Now he is thirty years old, he hasn't saved any money, he is out of work, and he has not mastered a single vocation.

What is his trouble? What should he have done? Do many people do what Henry did? What should he do now? How are you planning your lifework so as not to make the mistake Henry made?

The homeroom is a natural place for conducting group discussions, some of which may spring from vocational topics. Discussion groups may be organized in several ways. One of the simplest of these is the panel discussion. From three to ten pupil "experts" may be chosen as the "panel" to sit at a table in front of the group and discuss the subject under a leader. After a definite period of time, the other members of the group ask questions or join in as in an informal discussion group.

As a topic for one of these group discussions, "Scientists at Work" may broaden occupational interests in scientific endeavors and give a large number of pupils an opportunity to participate. Each pupil may be asked to volunteer to discuss the workers who use an important scientific instrument and, if the group is interested in business occupations, to predict whether in the future these scientists will require a greater or smaller number of stenographers, bookkeepers, calculating machine operators, salesmen, and clerical workers. Each pupil may discuss one of the tools of science on which the American School of the Air broadcast a program during 1943–1944. With twenty-seven pupils in the group, three panel discussion groups may be formed around the three general categories of scientific tools. The three chairmen may conduct their panel discussions in rotation form.

TOOLS OF SCIENCE — SCIENTISTS AT WORK

1. *Supplying the basic needs of living:*

The Pump — Water Supply
The Plow — Our Daily Bread
The Furnace — Flowing Metals
The Lamp — Man-made Light
The Doctor's Instruments — Tools for Health

2. *Helping people to do the work of the world, supplementing man's muscles, enabling him to use many different forms of energy:*

The Calendar and the Clock — Measuring Time and Space
The Scales — Measuring Weight and Work
Weather Instruments — Measuring Temperature and Pressure
The Gasoline Engine — Mechanized Might
The Steam Engine — Heat at Work
The Water Wheel — Gravity at Work
Magnets and Motors — Labor Savers
The Battery — Chemicals at Work
The Photoelectric Cell — Light at Work

3. *Helping man to understand the nature of the world in which he lives:* (Progression from such natural tools as the eye and the ear to man-made extensions of sensory organs, such as the microscope, telescope, and the X ray as tools for research.)

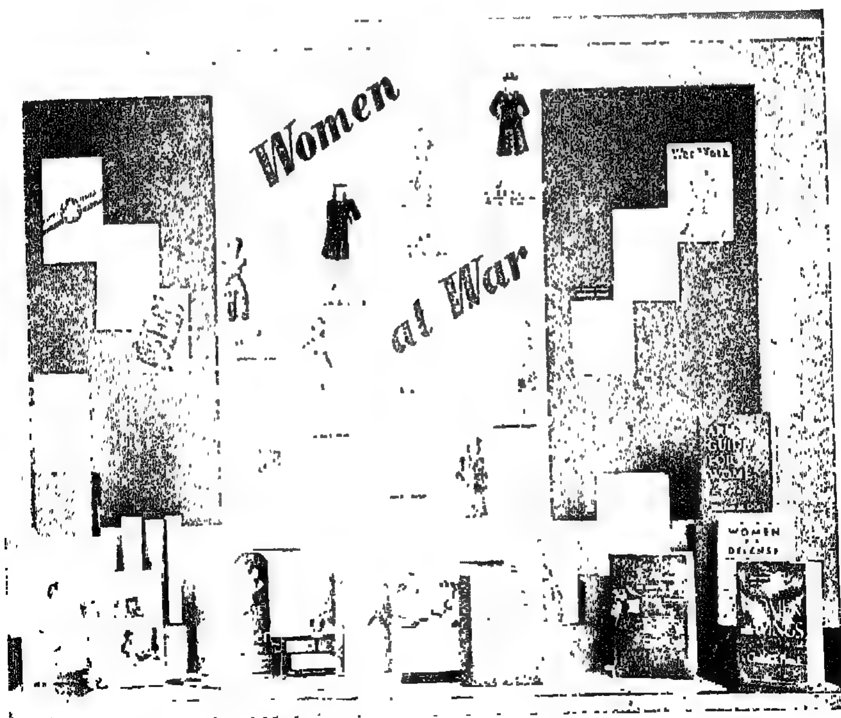
The Eye and Ear — Human Tools
The Camera — Mechanized Sight
The Microscope — Seeing the Unseen
The Telescope — Scanning the Sky
The Microphone — Voices across Space
The Vacuum Tube — Tool of Television
The Spectroscope — Identifying the Elements
The X Ray — Seeing through Walls
The Seismograph — The Trembling Earth
The Centrifuge — Blood into Plasma
Experimental Animals — Immunity and Genetics
The Test Tube — Nutrition
Tools for Tomorrow — Swords into Plowshares

Discussions of Employers

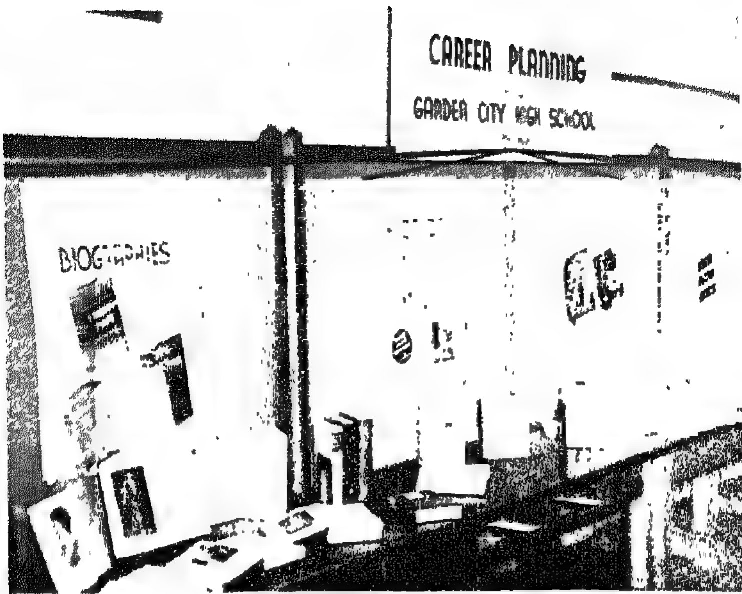
Homeroom groups profit from discussions led by employers and personnel directors on the qualities looked for in the employment interview and first days of work experience. Pupils may be surprised to learn that many employers report that applicants lack vocational direction, lack an adequate knowledge of lines of promotional advancement in the various occupations, lack the ability to present their qualifications easily and clearly in their application, and need to give attention to interviewing, voice culture, appropriate dress, elementary forms of courtesy, posture, development of a businesslike attitude, and practice in filling out application forms accurately, neatly, and completely. [9]



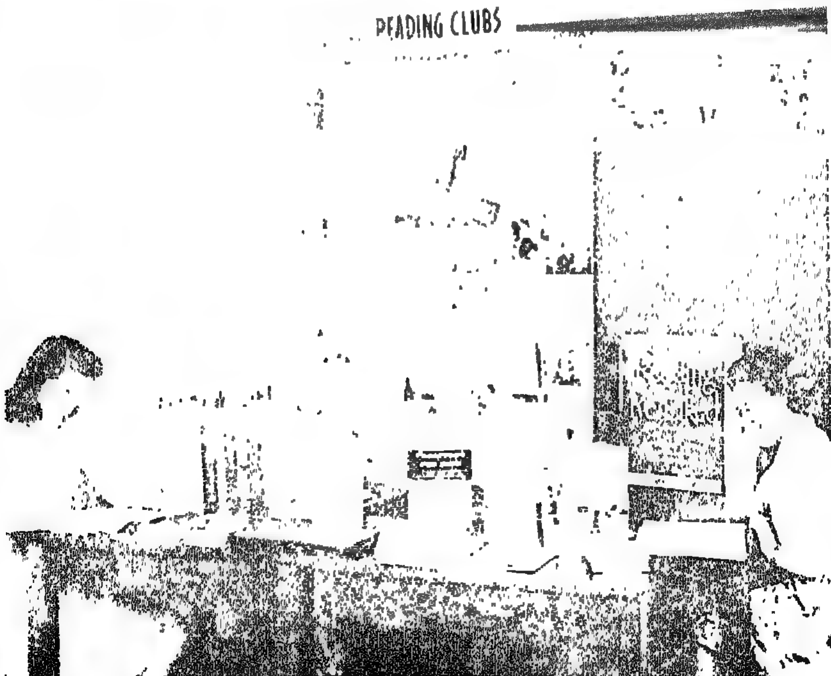
13. Display of avocational books illustrating the effectiveness of background. Arranged by Matilde Kelly, Hild Regional Branch, Chicago Public Library. (P. 55)



14. Colorful cut-out figures arranged to follow the diagonal pattern of the bulletin board and table display. Public Library, Rochester, New York (P. 56)



15. Book exhibit held at time of Career Conference. Garden City, Long Island. (P. 161)



16. A corner of the stenography room. West Bend, Wisconsin. (P. 55)

Pupils may be spared the discouragement that comes from rejection because of poor personality traits if they are given the opportunity to hear firsthand viewpoints of employers. These talks may serve as an incentive to some personal development activities during the homeroom period.

Homeroom Advisers

Not every teacher should be required to sponsor a homeroom group. Where the homeroom advisers are limited to those who express interest and make application for this added responsibility, better results are in evidence. Advisers may be given extra compensation or be relieved of some routine duty, making the appointment more desirable.

The time set aside for the homeroom activities may be devoted to all-school career conferences, as described in a later chapter, and to quiz contests and games which occasionally may be vocational in nature.

QUIZ CONTESTS AND GUESSING GAMES

A guessing game or quiz contest is an interesting aid to stimulate pupils to observe current occupational information presented through newspaper, magazine, motion picture, bulletin board, or radio. The vocational quiz may be used as a motivating device, utilizing the interest in radio quiz contests, to focus attention on recent occupational opportunities.

Quiz masters, appointed from the group to prepare questions related to up-to-date occupational information, will become informed on many topics in their quest for suitable material. Pupils preparing to participate in the contest will be alert to observe news items. After taking part in a job quiz, pupils may naturally introduce an occasional piece of occupational information into conversation with their families or friends. The questions may stimulate pupils in the audience to investigate available books and pamphlets for deeper explanations and answers more convincing than those given by the masters of ceremony.

The competitive approach usually whets the interest. A simple way to conduct a quiz contest is to ask the quiz master committees to select ten questions from a set of questions and then prepare additional questions of their own, based on the current bulletin board display and a selected list of books. The committee mem-

bers may listen to the various methods employed in the commercial radio quiz contests and decide which technique they prefer to use. A workable method is to divide a class into two groups or teams. A question may be asked of one group. If not answered correctly, a volunteer from the opposing group may answer. If that answer is incorrect, a volunteer from the first group has the next opportunity. The contestant who answers correctly may choose to answer the next question, to double his points, on the "double or nothing" or "take it or leave it" plan. If the first team answers correctly it scores one point; if it misses and the opposing team gives the right answer, it scores two points, and three points may be the reward for the third effort. If the question is a multiple choice one, the master of ceremony should give the answer after two trials; a factual question may be tossed from team to team.

An appropriate award given to winning pupils or to those on the winning side will add to the zest. If the contest is part of a program preceding a holiday, some holiday stationery with festive borders may be given as prizes for use in typewriting personal holiday letters. The winners in one class may compete against the winners in another class on another occasion, tournament fashion, and the "finals" may be conducted as an assembly program. If experts are chosen from homerooms, boys may compete against girls, with all girls in the audience winning some privilege if the girls on the board of experts win. In the same manner as the sponsors who conduct radio quiz contests encourage audience participation, so may awards be given to pupils who submit questions that are used.

One hundred questions suitable for a quiz contest, and methods of using them, may be found in [1] *Dr. Manpower — The Wartime Job Quiz.* Another compilation that will offer suggestions is the set of fifty questions in [10] "What Do You Know?" The questions given below are presented as illustrations of various types of questions with correct answers starred.

Vocational Quiz Contest

VOCATIONAL QUIZ

1. In modern mechanized warfare, how many out of every 100 men in the armed services are assigned to duties requiring specialized skills and training?

(a) 23%
(b) 43%
*(c) 63%
(d) 93%

2. If you wished to be employed as a typist, your best chance would result from a visit to:
(a) Office of Civilian Defense
(b) U S. Department of Labor
*(c) U.S Employment Office
(d) National Labor Relations Board
(e) Local Rationing Board

3. Only one of these men is famous for his magazine illustrations:
(a) George Washington Carver
(b) Nicholas Murray Butler
*(c) James Montgomery Flagg
(d) Ogden Nash

4. The chemist who initiated the research leading to the discovery of nylon was:
*(a) Dr. Charles Stine
(b) Charles A. Lindbergh
(c) Earnest A. Hooton
(d) Madame Curie

5. The famous ballplayer in this group is:
(a) Ray Bolger
*(b) Lou Boudreau
(c) James T. Farrell
(d) Stuart Chase

6. Knowledge of a foreign language would be valuable preparation for a job as:
(a) New York policeman
(b) Filing clerk
*(c) War correspondent
(d) Telephone operator
(e) Restaurant waitress

7. The best month to apply for work in a department store is:
(a) January
(b) April
(c) July
*(d) November

8. A Major General, a Brigadier General, a Colonel, a Captain, and a Lieutenant Colonel met in a restaurant. One of them issued an order to the others. He was:
*(a) The Major General
(b) The Brigadier General

(c) The Colonel
(d) The Lieutenant Colonel
(e) The Captain

9. Astronomy is a required course for:
   *(a) An airplane navigator
   (b) A fortuneteller
   (c) An aerial photographer
   (d) A telescope maker

10. To secure a good rating on a Civil Service typewriting test, it is desirable to typewrite:
   (a) 20 words a minute
   *(b) 40 words a minute
   (c) 140 words a minute
   (d) 240 words a minute

11. Beginning salaries in the United States Civil Service are highest for:
   (a) Junior typists
   (b) Mimeograph operators
   *(c) Junior stenographers
   (d) Card-punch operators

12. A stuffing clerk is a clerical worker who:
   (a) Typewrites reports from rough draft
   *(b) Sorts sales slips and inserts them between leaves of designated ledgers and other bookkeeping records
   (c) Addresses outgoing mail
   (d) Operates various office machines

13. A man who started work as a $3-a-week Wall Street clerk and became a millionaire and adviser on the conservation of rubber is:
   (a) Leon Henderson
   (b) Donald Nelson
   *(c) Bernard Baruch
   (d) Claude Wickard
   (e) Herbert Lehman

14. A pulling clerk is a clerical worker who:
   (a) Keeps file of credit ratings
   *(b) Removes material from files upon request
   (c) Inserts additional data on file records
   (d) Keeps file of correspondence received

15. James Francis Byrnes, director of Office of Economic Stabilization, began his career as a:
   (a) Bookkeeper
   *(b) Court reporter
   (c) Lawyer
   (d) Farmer
   (e) Teacher

16. In the last fifty years, the largest percentage of increase of employment has been in the number of:
   (*a*) Bookkeepers, cashiers, and accountants
   (*b*) Clerks (except in stores)
   *(*c*) Stenographers and typists
   (*d*) Messenger, errand, and office boys and girls
17. In the 1940 United States Census, there were approximately
   (*a*) How many office clerks? (2,000,000)
   (*b*) How many stenographers and typists? (1,000,000)
   (*c*) How many bookkeepers and cashiers? (850,000)
   (*d*) How many clerks in stores? (470,000)
18. In 1917, only 4% of the doughboys had completed high school; in the U.S. Army in 1942, what per cent were high school graduates? *Answer:* 41% (Within ten points)
19. SPAR represents the first letters of the coast guard hymn:
   *(*a*) "Semper Paratus" — Always Ready
   (*b*) Shield, Pilot, Anchor, Ready
   (*c*) She Places Anchors Right
   (*d*) Set, Position, And Row
20. What do the letters of the WAVES stand for?
   Answer: Women Accepted for Voluntary Emergency Service
21. Who used the phrase, "Blood, Toil, Tears, and Sweat"?
   Answer: Winston Churchill
22. The first name of one of these men is not Joseph:
   (*a*) Davies
   (*b*) Stalin
   (*c*) Goebbels
   (*d*) Kennedy
   *(*e*) Eisenhower
23. Arturo Toscanini, distinguished musician who started his musical career in Italy at the age of nine, is best known as a:
   (*a*) Tenor
   (*b*) Pianist
   *(*c*) Conductor
   (*d*) Violinist
24. Albert Einstein, who taught himself differential calculus at the age of 14, is:
   *(*a*) A theoretical and mathematical physicist
   (*b*) A civil engineer
   (*c*) A surrealist artist
   (*d*) A surveyor
25. Dr. Robert Millikan, American scientist and holder of 22 honorary college degrees, has worked for almost twenty years on the perfection of:
   *(*a*) Cosmic rays

(b) Sulfanilamide
(c) Synthetic rubber
(d) Plastics

26. Name five vocations having names that begin with the letter D.
27. The most common cause of loss of position, aside from economic conditions, is:
   (a) Lack of intelligence
   (b) Poor health
   *(c) Inability to get along with others
   (d) Lack of ability
28. Mention six important job opportunities in the field of industrial chemistry which are likely to be open in the next decade.
   Answers: food chemistry, plastics chemistry, dye chemistry, plant chemistry, cellulose chemistry, textile chemistry
29. Does a morgue keeper work in a morgue; what does he do?
   Answer: No, a morgue keeper is a file clerk (printing and publishing) who keeps a file of news items, pictures, encyclopedias, atlases, social registers, and other data for future use and reference by the editorial staff in preparation of material for publication.
30. The following persons are active in the world of today. What is the work of each?

(a) John Kieran	*Answer:*	Sports writer and expert on "Information, Please" radio program.
(b) Bill Stern	*Answer:*	Commentator (Sports)
(c) Margaret Bourke-White	*Answer:*	Photographer
(d) Dr. Gerald Wendt	*Answer:*	Scientist, chemist

31. What three recent inventions in the field of radio have increased the occupational opportunities of this vocation?
   Answer: Radar, Television, and Radio Telephone
32. Four songs will be played. What kind of a worker is suggested by each?

(a) *Yes, We Have No Bananas*	(a) Storekeeper Fruit vendor
(b) *Johnny Zero*	(b) Aviator
(c) *Cancel the Flowers*	(c) Florist
(d) *I've Been Working on the Railroad*	(d) Railroad worker Section worker Railroad engineer

33. In what occupation would you be engaged if you operated a comptometer?
   (a) Medical
   *(b) Clerical
   (c) Engineering
   (d) Mechanical

34. The term cosmetology applies to:
   (*a*) Costume designer
   (*b*) Carpenter
   (*c*) Color photographer
   *(*d*) Beauty culture
35. Many freshmen in engineering schools fail their first year and drop out of school because they have difficulty with:
   (*a*) Latin
   (*b*) Reading
   *(*c*) Mathematics
   (*d*) Geography
   (*e*) History
36. In applying for a job the most important thing to remember is:
   (*a*) Let the interviewer know you can do any kind of work.
   (*b*) Let him know that you need a job and think you can do the work.
   *(*c*) Find out what service you are capable of giving him to advance his business
37. One of the following types of workers is not employed in a printing plant:
   (*a*) Make-up man
   (*b*) Printer's devil
   (*c*) Composer
   (*d*) Teletype operator
   (*e*) Pressman
   *(*f*) Printing-machine operator. (A printing-machine operator molds and cuts butter preparatory to wrapping.)
38. Identify the workers and tell what they do when they hear or say the following words:

Timber! Cut! Play ball! Suture! Bombs away!

Answers:

TIMBER! The man in charge of cutting a tree in a forest, the *forester* or *forest ranger*, calls "Timber!" when the tree begins to fall, so that other forestry workers can see that they are not in danger from the falling tree.

CUT! The *director of a motion-picture production* calls "Cut!" when he wants action of the cameras stopped, the action stopped, lights off, music off, etc.

PLAY BALL! A *baseball umpire* calls "Play ball!" and tosses a ball to the pitcher when he is ready for the game to begin.

SUTURE! A *surgeon* in an operating room says "Suture!" to the *nurse* whose job it is to hand him the instruments he needs, when he is ready to sew up the operative wound.

BOMBS AWAY! The *bombardier* in a bomber says "Bombs away!" when the load of bombs has left the rack. The *pilot* leaves

the target as quickly as possible, according to a pre-arranged plan.

39. Identify the workers who use these things:

Micrometer	Stethoscope	Metronome
Palette	Air hammer	Seeder

Answers:

Micrometer, used by a *machinist* or an *inspector* of machine parts where measurements must be to a very close tolerance.

Stethoscope, used by a physician to listen to the heart beat.

Metronome, used by a *teacher of music* or a *musician* to time speed of playing, most often with piano.

Palette, used by *artist* (painter) to hold colors and brushes.

Air hammer, used by a *riveter* to drive rivets.

Seeder, used by a *farmer* to plant seeds. (Planter, gardener, etc.)

40. The United States Employment Service deals with:
   (*a*) Civil Service jobs only
   (*b*) jobs in war industries only
   *(*c*) any job which is in a legitimate business and which pays a standard wage

41. The United States Employment Service charges those whom it places in jobs:
   (*a*) two weeks' salary
   *(*b*) no fee
   (*c*) 10 per cent of a year's salary

42. There were approximately 150,000 practicing physcians in the United States when we entered the war. Of these, the women numbered:
   *(*a*) 7,000
   (*b*) 50,000
   (*c*) 1,000

43. Cryptography is concerned with the study of:
   (*a*) tombs and mausoleums
   (*b*) maps
   *(*c*) codes and ciphers

44. Of the first 2,000,000 men drafted for the United States Army in the present war, the per cent rejected for physical defects or health was:
   *(*a*) 45
   (*b*) 10
   (*c*) 25

45. Which of the following workers is not included under the heading "protective service workers"?
   (*a*) Fireman
   (*b*) Watchman and guard
   (*c*) Policeman and detective

(d) Soldiers, sailors, marines, and coast guardsmen
*(e) Barber

46. Name four occupations for which a study of advanced mathematics would be helpful.
47. Name four occupations for which skill in typewriting would be helpful
48. In the following occupations indicate whether more men or women are employed:
    (a) Engineers
    (b) Accountants and cashiers
    (c) Teachers
    (d) Physicians
    (e) Stenographers
    (f) Nurses
    (g) Ministers
    (h) Dietitians
    (i) Fashion designers
    (j) Beauticians
    (k) Shipping and receiving clerks
    (l) Salesmen
49. What is the work of a coder?
    Answer. Code machine operator
50. What is the work of a code clerk?
    Answer: Transfers information obtained from reports and records to a card, giving each item a code number to be used when punching cards for sorting machine.
51. What is the work of a collator?
    Answer: Assembles pages of a booklet and verifies the order and number.
52. A new feature of the 1940 Census that was not included in any previous census is:
    (a) Number of men and women engaged in each occupation
    (b) Number engaged in each occupation in each region of the United States
    *(c) Earnings attained by workers in each occupation

When the quiz is conducted in small groups such as the homeroom, the pupils may be divided into several teams. Each team that misses a question may be asked to pay a forfeit or penalty from a list such as the following:

1. Give a demonstration of what not to do at an employment interview.
2. Recite a nursery rhyme portraying an occupation. Example:

   Jack, be nimble, Jack, be quick!
   Jack, jump over the hickory stick!
   — *Obstacle Course Director*

3. Give a one-minute talk on "Why I did not get the job."
4. Present a one-minute talk on your "pet peeve" regarding courtesy.
5. Entertain with a solo, piano selection, or trick of magic that has an occupational significance.

6. Interview the adviser for employment as his assistant.
7. Ask the opposing team an occupational quiz question harder than the one you missed.

Musical Vocational Quiz

Varied occupational discussions may be motivated by competitive guessing games begun by the singing or playing of musical selections. This procedure was successfully used with high school pupils in the presence of observers at the Summer Youth Center of Teachers College, Columbia University, following an experiment with the author's adult class at Teachers College. The project required about forty minutes and aroused enthusiasm for the possibilities of this method of introducing discussion about a wide range of vocational activity.

For successful participation, acquaintance with the *Dictionary of Occupational Titles* and the United States Census is necessary; therefore lessons based on these standard references should precede the quiz game.

After the division of the class into two teams and the selection of two blackboard scorekeepers, the student chairman introduces a professional singer whose first song is familiar and concerns an easily identifiable occupation. Pupils of the first team raise their hands to name the song and the occupation represented by a character in it. Scores may be doubled by naming the proper occupational classification designated in the *Dictionary of Occupational Titles* or the United States Census. If the first team fails to make the proper identifications, the second team takes its turn, points increasing as the guessing progresses. Informal discussions of the given occupation may follow the correct identification of each selection.

Below is a list of vocational songs, prepared in collaboration with Elwin Carter of the Advanced School of Teachers College, Columbia University, who sang the songs on occasions mentioned. This list may be supplemented by local folk or other music by members of the group who are interested.

SONG QUIZ

Song	*Occupation*
"Home on the Range"	Cowboy or ranch hand
"I've Been Working on the Railroad"	Railroad worker
"They Cut Down the Old Pine Tree"	Woodsman

Song	Occupation
"The Bombardier"	Bombardier
"Coming In on a Wing and a Prayer"	Combat aviator
"Oh Sailor Boy." By Fraser Gange	Sailor
"Toreador Song." From "Carmen," by Bizet	Bullfighter
"Man on the Flying Trapeze"	Entertainer or trapeze artist
"I'm an Old Cow Hand"	Cowboy
"The Policeman's Chorus." From "Pirates of Penzance," by Gilbert and Sullivan	Policeman or detective
"The Major General's Song." From "Pirates of Penzance," by Gilbert and Sullivan	Soldier
"The Drum Major's Song." By Ambroise Thomas	Bandsman
"Travel Light." By William Schroeder	Porter
"The Two Grenadiers." By Schumann	Soldier
"The Village Blacksmith." By W. H. Weiss	Blacksmith
"I Am a Friar of Orders Gray." By Reeve	Clergyman
"The Peanut Vendor"	Peanut vendor
"The Bell Ringer." By W. Vincent Wallace	Bell ringer
"I Would I Were a King." By Arthur Sullivan	Monarch
"There Is Something about a Soldier." By George M. Cohan	Soldier
"The Farmer in the Dell"	Farmer
"Jolly Miller"	Miller
"Myself When Young." From "Persian Garden," by Lehmann	Philosopher
"Stouthearted Men." From "Naughty Marietta," by Romberg	N.W. Royal Mounted Policeman
"The Safe Side"	Tailor
"New Oysters"	Fisherman
"Into Parliament He Shall Go." From "Iolanthe," by Gilbert and Sullivan	Government worker

After the songs selected for the period have been sung, named, and designated as to occupation, followed by brief discussions of these occupations, the members of the group who are interested in music as a vocation may have the opportunity to ask questions of the guest musician. Thus the musical quiz serves to introduce the musician, to call to mind the possibilities of earning a livelihood in musical occupations, and to provide an opportunity to obtain firsthand information from one actively engaged in that

field. In the same manner that a speaker often establishes *esprit de corps* with a group by relating a humorous anecdote, the musician gains rapport by conducting the musical game. This part of the period is especially profitable, ease and informality having been achieved by the preliminary contest.

Phonograph records may be used if a professional singer is not available, in which case, of course, the very profitable opportunity of questioning a professional musician has to be foregone. Modern orchestral music descriptive of occupations is represented by the following records:

Pacific 231. By Honneger	Railroad engineer
Skyscrapers. By Carpenter	Construction worker

Also in lieu of a professional singer, members of the class may be selected to sing, hum, or whistle melodies privately designated to them by the chairman. This variation has the advantage of greater pupil activity and participation.

The difficulty of the game can be increased by using less familiar selections, ending with selections calling for the occupations of certain characters in operas. If records of the operas suggested below are not available, the names of characters and operas may be presented. Groups may have access to collections of opera stories such as *The Victor Book of the Opera* and Kobbe's *The Complete Opera Book;* time may be allowed for the necessary reference work.

OPERA QUIZ

Opera	*Name of Character*	*Occupation*
"Aida." By Verdi	Rhadamès	Guardsman
	Ramfis	Priest
"Andrea Chenier." By Giordano	Andrea Chenier	Poet
"Barber of Seville." By Rossini	Figaro	Barber
	Don Basilio	Music teacher
	Bartolo	Physician
	Bertha	Governess
"La Bohème." By Puccini	Rudolph	Poet
	Marcel	Painter
	Schaunard	Musician
	Benoit	Landlord
	Mimi	Maker of artificial flowers

Opera	*Name of Character*	*Occupation*
"Boris Godunov." By Moussorgsky	Tchelkalov	Secretary
"Caponsacchi"	Caponsacchi	Priest
"Carmen." By Bizet	Zuñiga	Soldier
	Carmen	Cigarette maker
"Cavalleria Rusticana." By Mascagni	Alfio	Teamster
"Dinorah." By Meyerbeer	Hoël	Goatherd
	Corentino	Bagpiper
"Don Giovanni." By Mozart	Leporello	Valet
	Masetto	Peasant
"Faust." By Gounod	Faust	Philosopher
	Valentine	Soldier
"Fidelio." By Beethoven	Don Fernando	Prime minister
	Rocco	Jailer
"The Flying Dutchman." By Wagner	Mary	Nurse
	Daland	Sea captain
"Der Freischutz." By von Weber	Cuno	Ranger
"La Gioconda." By Ponchielli	La Gioconda	Singer
	Barnaba	Spy
"The Gondoliers." By Gilbert and Sullivan	Marco and Giuseppe	Gondoliers
"Hansel and Gretel." By Humperdinck	Peter	Broom maker
"Iolanthe." By Gilbert and Sullivan	Strephon	Shepherd
"La Juive." By Halévy	Eleazar	Goldsmith
"Lohengrin." By Wagner	Henry the Fowler	Monarch
"Lucia di Lammermoor." By Donizetti	Raymond	Chaplain
"Madame Butterfly." By Puccini	Pinkerton	Sailor
"Die Meistersinger." By Wagner	Pogner	Goldsmith
	Beckmesser	Town clerk
	Hans Sachs	Shoemaker
	Vogelgesang	Furrier
	Kothner	Baker
	Eisslinger	Grocer
	Moser	Tailor
	Ortel	Soap boiler
	Schwarz	Stocking weaver
	Folz	Coppersmith
	Magdalena	Nurse

Opera	Name of Character	Occupation
"Martha." By Flotow	Lionel and Plunkett	Farmers
"Mignon." By Thomas	Laertes	Actor
	Philine	Actress
"Pagliacci." By Leoncavallo	Tonio	Clown
"Rigoletto." By Verdi	Giovanna	Nurse
"Sadko." By Rimsky-Korsakow	The Two Elders	Merchants
"The Sorcerer." By Gilbert and Sullivan	Mr. Daly	Clergyman
"The Tales of Hoffman." By Offenbach	Miracle and Coppelius	Magician
"Tosca." By Puccini	Tosca	Singer
	Cavaradossi	Painter
	Scarpia	Policeman
"Trial by Jury." By Gilbert and Sullivan	The Learned Judge	Lawyer
"The Yeoman of the Guard." By Gilbert and Sullivan	Dame Carruthers	Tavern keeper
	Shadbolt	Jailer

A quiz game involving operatic characters is another variation to start the discussion. Preliminary contests may be conducted in several homerooms, without pianos or recordings, to select the pupil representatives for an assembly program. Questions similar to the following will aid in determining the opera quiz experts:

In what opera would you find the following:

1. Governor, shepherd, fisherman, and captain of the guard?
   Answer: "William Tell." By Rossini.
2. Duke, count, nurse, pages, monks, soldiers?
   Answer: "Romeo and Juliet." By Gounod.
3. Governor, secretary to a Governor, sailor, page, astrologer, and judge?
   Answer: "The Masked Ball." By Verdi.
4. Physician, music-master, page, gardener, and lawyer?
   Answer: "Le Nozze di Figaro." By Mozart.
5. Composer, violinist, hotel manager, railroad employer, policeman, chauffeur, and hotel night watchman?
   Answer: "Jonny Strikes Up the Band." By Krenek.

Family Names from Ancestors' Occupations

The relationship between family names and occupations has possibilities for a fascinating game. Many surnames are the names

of occupations. In answer to the question, "How many persons can you think of whose names denote an occupation?" pupils may compile lists of family names that designate the occupation followed by their forebears. Thus the names of Butler, Carver, Cook, Groom, Hunter, Page, Porter, and Steward denote the titles of functionaries in great households maintained by royalty, nobility, or the Church. Baker, Barber, Brewer, Carpenter, Cook, Farmer, Fisher, Forester, Miller, Miner, Painter, Sawyer, Sexton, Shepherd, Walker, and Weaver will be occupational family names found on many class rolls and in many local telephone directories.

Clues may be given to the recognition of other names having a vocational source, such as Latimer (Latin translator) and Baumgartner (tree gardener — German). Extra credit may be given for names derived from business occupations such as Clark (clerk). The occupations which no longer exist will not be easily recognized today, but the act of tracing the occupational derivation will make the student aware of the fluidity of occupations. For tracing names to occupational sources, a useful reference book is *Surnames*, by Ernest Weekly. (Dutton, 1937.) A list of old occupations and family names adopted about the 13th century may be found in the article, [7] "Family Names from Forebears' Occupations."

Pantomime

Younger pupils enjoy a game in which groups of pupils represent in pantomime the workers in an occupation, while those on the opposing teams guess the name of the occupation. As soon as a member of a group recognizes the gestures and movements of the workers represented, the performance ceases. A team may increase its score by classifying the occupation into the proper division of the U.S. Census. Some suggestions are given below:

Doctor:

Imitates a doctor shaking his thermometer. Removes his stethoscope from his pocket, fits the tubes into his ears, applies the instrument to various portions of the "patient's" chest and listens intently.

Barber:

Applies lather to customer's face, strops razor, and begins to shave.

Soda clerk:

Prepares sundae by dipping out ice cream, pumping sauce over ice cream, applies finishing touches and serves customer.

Wireless operator:

Springs to alert position while seated, picks up earphones and adjusts them, adjusts volume control, and writes message on paper.

Artist:

Holds palette on left arm, mixes colors, and applies brush to canvas.

Other occupations which lend themselves to this contest are as follows:

Aviator	Minister
Truck driver	Singer
Lady's hat saleswoman	Musician
Tailor	Soldier (squad drill)
Typist	Policeman on beat
Postman	Paperhanger
Draftsman	Biologist (with microscope)
Baker	Streetcar operator
Lawn mower	Painter
Farmer (milking)	Woodchopper
Surveyor	Elevator operator

Paper Charades or "Draw-It" Charades

Another recreational activity which can be related to occupational titles is "draw-it" charades. Some lighter games of this nature can be played in a very short time and give leaven. The class divides into two or more groups, each supplied with a large paper pad and pencil. Each group sends a representative out of the room to confer with an umpire on the choice of an occupation to draw. At a signal from the umpire the representatives return and, without speaking, try to communicate the word to their respective groups by drawing pictures on the paper. Numbers may be used, but no words. The first group to guess the occupation wins a point and other representatives take their turn.

Titles of occupational books or proverbs suggesting vocational titles may be chosen instead of single words, if that variation is agreed upon.

Groups may be formed by drawing slips of paper from a box containing names of business occupations from the following clas-

sifications: stenography, computing, recording, general clerical, and public contact work.

Identifying Description

A pupil gives the requirements or describes the general characteristics of an occupation and asks others to identify it. He may answer "hot" or "cold" as answers approach the correct one, and answer any questions by "yes" or "no." Distribute points in proportion to the number of minutes required for the group to identify the occupation. Occupations may be limited to those in the clerical group.

Vocational Costume Party

One of the social events may be a vocational dress ball at which pupils represent either a vocation or an avocation. A trinket pinned on the regular dress or something carried may fulfill the costume requirement.

Individuals or groups whose costumes most appropriately suggest vocational or avocational interests or represent some well-known contemporary in the world of work are awarded prizes. Also singled out for awards may be the pupil wearing the most original costume, the prettiest, the funniest, and the one that baffles all identification. Student and faculty judges may be assisted by a vote of the participants. A grand march may take the form of a "Parade of Tomorrow" with the painter, butler, nurse, barber, farmer, doctor, surveyor, and chemist arrayed in the garbs of their occupations. A "Parade of Ambition" of would-be scientists, suggested in the list on pages 107–108, would serve as a panorama of scientific occupations.

Other games are described on pages 80–81.

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6. Judson, L. S., and Judson, Ellen. *Modern Group Discussion; Public and Private.* H. W. Wilson Co., 1937.
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IX

The School Assembly and Dramatization

THE assembly, a period of inspiration and entertainment, is dependent largely on pupil participation for successful achievement of its aim. Its influence is attested by the length of time adults remember their former school assemblies and by their willingness to build auditoriums into practically all the new school buildings. As the assembly reflects the interests, activities, traditions, and relationships within the school, both curricular and extracurricular, vocational guidance will be featured on some of the programs.

Typical programs which may increase the interest in occupations are: 1. College information; 2. School club activities; 3. Talks by community representatives; 4. Vocational town hall meeting; 5. Dramatizations.

1. GIVING COLLEGE INFORMATION

An address by a visiting official from a college gives substance to the assembly program, as well as helpful information which students can use in planning their lifework.

A variation of the assembly talk is a colloquium, or informal question-and-answer discussion, utilizing recent graduates who are home from college. The interlocutor may be one of the high school chairmen, who will receive any questions from the audience. The discussants should be selected and invited by the student groups. Members of the alumni grouped on the platform express their opinions on the various topics raised. Further details of this plan are described on pages 243–245.

2. SCHOOL CLUB ACTIVITIES

A program may be built around the purposes and activities of school clubs, each club preparing the dramatization for its scene. To illustrate:

Business Club — Employment Interviews
Courtesy Club — Some Contrasts in Manners
Reading Club — Exhibit and Poster Display

Design Typing	Exhibit and Demonstration
Photoplay Club	Program dealing with Educational and Recreational Guides

A short résumé of the objectives of the club and its common activities may be included before the dramatization, making this assembly program the basis on which the student may select his club membership for the coming year. It reveals the number and variety of clubs open to him.

This type of program is designed primarily to furnish inspiration to prospective members, and to encourage every pupil to take an active part in one club. In the dramatization, however, the ingenious leader will often find the opportunity to include parts having vocational significance.

3. TALKS BY COMMUNITY REPRESENTATIVES

Very enlightening to young people are assembly talks by employers or personnel managers on topics such as: The Kind of Employees That Receive Promotion in Our Firm, How We Select Our Employees, The Kind of Workers We Need, and Trends of Employment in Our City.

Such assembly talks may be followed by conferences held simultaneously on several fields of work, with students attending the one of their choice. This plan is discussed more fully under Career Conferences.

4. VOCATIONAL TOWN HALL MEETING

A program modeled on a Town Hall Meeting may be arranged. Invite a board of experts to answer questions on specific occupations. Let each expert speak briefly before the question period. As an interesting variation arrange a "Vocational Information, Please" program, using a number of questions of general interest.

5. DRAMATIZATION

The use of dramatization has long been accepted as good pedagogy. Dramatic materials have been developed in great abundance in the fields of history, literature, good manners, and good morals. For giving information about business occupations, however, few such aids exist.

Although the material is meager, the possibilities are great and well within the limits of practical procedure for dramatizing: (a) Student-written assembly programs; (b) Episodes from biographies; (c) Attitudes, business conduct, and etiquette; (d) Radio scripts.

These are especially useful in club programs of The Future Business Leaders of America,* Order of Business Efficiency,† and other organizations in the business education department.

It should be made clear that there is no intention in these sketches to urge pupils in high school to choose a vocation definitively. Rather, the aims are "to open their eyes to the many kinds of work there are to do; to engender a wholesome attitude toward all types of useful service; to enlighten young people concerning the considerations they should weigh in formulating occupational objectives; and to give them patterns which will assist them later in solving their occupational problems."‡

Some dramatizations may be used to give an appreciation of socially useful work. Among the most effective of these are student-written assembly programs.

(a) *Student-Written Assembly Programs*

The photograph numbered 24 illustrates an assembly program dramatized before the student body of the George Washington High School, New York City. Entitled "A Journey into the Future," it showed students projected into the occupational world of ten years hence. Various homeroom groups composed and dramatized the scenes in nursing, aviation, business, and other occupations, as the spotlight moved across the stage.

Although the dramatic form provides an effective means of instruction, the chief educational value of the material lies in the discussion of the problems encountered in writing and rehearsing the performance. As the above play was revised seven times, considerable discussion and research were involved in preparing the script. The project was more purposeful because of the desire to give accurate information to the student audience.

A twenty-minute dramatic production of similar nature is described in [5] "The Play's the Thing." The play opens at the

* Sponsored by National Council for Business Education.

† Sponsored by *Business Education World.*

‡ Kitson, H. D. Address before the National Vocational Guidance Association, New Orleans, La., February 19, 1937.

home of the class president, with thirteen seniors discussing their occupational ambitions after their graduation from high school. Each tells what he wants to do and why. The second scene portrays the same group ten years later at a prearranged reunion, when each graduate tells of his success or failure.

An article, [2] "Dramatization in the Field of Group Guidance," describes an assembly program consisting of a series of dramatic sketches which show the effects of careful or careless planning for the fields of engineering, nursing, stenography, music, and a trade. This formed the basis of homeroom discussions following the program.

(b) Episodes from Biographies

Episodes from the lives of successful men and women make good material for dramatization purposes. For example, sixteen playlets, running in production to fifteen minutes apiece, may be found in [6] *Plays of America's Achievements*, presenting eminent Americans and their inventions or discoveries. Thus one play portrays Field and the cable, Reed and yellow-fever control, Morse and DeWitt Clinton, and Bell and Gorgas, so that many interests are represented. None of these playlets calls for elaborate scenery or properties.

(c) Attitudes and Business Conduct

The dramatic approach has a decided advantage over lecturing and sermonizing for the development of business attitudes, customs, and practices. It is a subtle but emphatic tool. In this area, the dramatization vitalizes not only the quest for information but the information itself. The students will seek firsthand information about the parts played. The girl who is to play the role of secretary to the president of an insurance company will visit an insurance office and see for herself how an efficient office assistant conducts herself, and how she secured promotion.

Plays similar to [1] *Not to the Swift — A Play of the Business World Today* or *Diogenes Looks for a Secretary* point up the maxim: "He who never does more than he is paid for never gets paid for more than he does."

A Day in the Office, a short play, published by the Gregg Publishing Company, includes a series of typical secretarial problems, such as meeting office callers, handling telephone calls, sending

telegrams, and the multiplicity of demands that make up the business day.

Thirty short plays dealing with office situations and business attitudes may be found in *Key$ and Cue$ — Business Plays*, by Findlay and Findlay, published by Gregg Publishing Company. Most of these sketches are entertaining and thus make a greater impression on the young audience.

(*d*) *Radio Scripts*

One of the easiest dramatic forms to use in the classroom is the radio script, which need not be memorized and can be presented after a few informal rehearsals. Sources of radio scripts are discussed in Chapter III. The following list of dramatic sketches contains many that have been broadcast.

DRAMATIC SKETCHES ON VOCATIONAL THEMES

American School of the Air. "The Secretary." Columbia Broadcasting Company, 1939. (Out of print)

Andrews, Charlton. "He Got the Job." *English Journal*, June 1932; also Samuel French, 1935.

Balch, Norman. *Six Plays of Business Life*. Eldridge Entertainment House, Inc., Franklin, Ohio. 50¢

Billings, Mildred Lincoln. *Group Methods of Studying Occupations*, 1941.

- Bates, Arthur H, and Lincoln, M. E. "Grouping Like Kinds of Workers." Pp. 341–349
- Davidson, James. "Which Shall I Choose?" Pp. 421–424
- Derrick, Helen. "A Librarian Is Interviewed" Pp. 380–385
- Derrick, Helen. "The Mazons Entertain." Pp. 333–340
- Lincoln, Mildred E. "Workers Who Help Each Other." Pp. 326–332

Business Plays and Mock Trials. South-Western Publishing Co., January 1941

Covington, Edward Daniel. "Three Saturdays." *Industrial Education Magazine*, November 1938. Playlet on woodworking.

Drumm, Jewell. *After High School, What Next?* Mimeographed by Lambertville, N.J., High School, 1936. 25¢

Findlay, Bruce A., and Findlay, Esther B. *Key$ and Cue$ — Business Plays*. Gregg Publishing Company, 1934.

Gregg Publishing Company plays

- Alice C. Green *Personality and Your Job*. 12¢
- Dorothy M. Johnson. *Training for Careers*. 8¢

Dorothy M. Johnson. *A Girl and Her Shadow.* 12¢

Dorothy M. Johnson. *Yes, Mr. Hill!* (Vocational value of business training.)

Helen M. Johnston. *A Day in the Office.* (A business play that dramatizes business behavior. Study questions are included.) 12¢

Kaback, Goldie. "How to Get a Number; A Lesson Plan on Social Security." *Occupations, the Vocational Guidance Magazine*, pp. 348–351. February 1942.

Kiwanis International Vocational Guidance — *A Play.* 1939.

Lewis, Hazel M. *Bread and Butter.* The Woman's Press, 600 Lexington Avenue, New York City. 25¢

Lincoln, Mildred E. *Teaching about Vocational Life.* 1937.

Committee of Ninth Grade Pupils. "It Pays to Plan." Pp. 273–281.

Davidson, James. "An Office Scene." Pp. 297–301.

Davidson, James. "Which Way Shall We Choose?" Pp. 205–212.

Dilworth, Eleanor M. "Round Pegs or Square." Pp. 302–308.

Lincoln, Mildred E. "How to Study about Occupations." Pp. 314–321.

Lincoln, Mildred E. "Two Boys Inquire." Pp. 322–325.

Nat. Federation Business & Professional Women's Clubs. Two plays. *Occupations, the Vocational Guidance Magazine*

Carrington, Elaine Sterne. "Working with Hands — And Brains." Pp. 604–607. May 1935.

Lincoln, Mildred E. "Two Boys Inquire." Pp. 34–36. October 1935.

Maule, Frances. "Is It Possible to Have a Job for Everybody?" Pp. 404–407. February 1937.

Miller, Leo R. "Who Makes the Self-Made Man?" Pp. 472–476. February 1943.

Towner, Marion W. "Do You Like to Work Outdoors?" Pp. 492–495. March 1935.

One-Act Plays in *Purpose Plays*, Vol. 1–5, by Dora MacDonald. Northwestern Press, Minneapolis, Minn.

"Applicants." Office scene where applicants are being interviewed for a position.

"I Apply." Another office scene.

"The Pursuit of Happiness." Theme of choosing the right vocation.

"The Shopping Center." Centers around activities of a store.

"What Are Your Plans?" Action occurs in a study hall.

Perience, Lotta X. *Mr. Wright Gets In Wrong.* Amberg File and Index Company, 1400 Fulton Street, Chicago. Stresses the importance of correct filing.

Preston, Effa S "Square Pegs." *High School Assembly Plays.* Dennison Company, Chicago.

Schneider, Arnold. "Office Jobs for the Business Graduate." *The Balance Sheet.* October 1941.

"Wanted — A Secretary." *N.O.M.A.* National Office Management Association, December 1935.

The Women's Bureau of the U.S. Dept. of Labor. *The Minimum Wage Comes to Julia, Molly, and Nance.* Fifteen-minute skit.

One of the playlets follows for illustrative purposes.

Applying for a Job *

Time: The Present

Place: Scene I — Living room of the Kenyon family in Plains City
Scene II — Assembly room of the high school in Plains City

Characters:

Irene Kenyon, age about 17, a stable and practical type to contrast with the somewhat flighty Celia

Stephen Grant, age about 17, Irene's cousin, intelligent, and with a nice sense of humor.

Celia Merwin, age about 16, rather gushing, over-emphatic, emotional.

Ned Chapin, age about 17 Since he is not conspicuously different from Stephen in any way, it will be necessary to rely on a difference in voices to distinguish the two characters.

Amy Kenyon, age about 35, aunt of Irene and Stephen, brisk, able, successful, modern business woman, sympathetic, and with a pleasant humorous outlook.

note: The voices of the various boys and girls heard in the Job Clinic scene may be distributed among the four young people listed above.

Announcer

You often hear the remark — you may even have made it yourself! — that it isn't ability that gets you the job, but knowing how to sell yourself. This isn't strictly true, of course; nevertheless we have all noticed that frequently a person who has relatively little to offer wins out over one who has much, merely because he is able to make an effective presentation of his assets. You can hardly blame the em-

* Vocational Guidance Broadcast of the American School of the Air, March 5, 1937. Printed by permission of H D Kitson, chairman of National Occupational Conference committee in charge of preparing these scripts.

ployers for this. They are usually busy men. They are obliged to see a great many people in the course of a day. They cannot take time to dig out of an applicant for a job the information about him they need. It is only natural, therefore, that they should be inclined to favor the one who gives them this information *without* digging.

What is an effective presentation? That is what we are going to demonstrate to you through today's vocational guidance drama of the American School of the Air, entitled "How to Apply for a Job."

As the curtain rises on the first act, we see the living room of the Kenyon family in Plains City. Irene Kenyon, an attractive girl of about seventeen, is seated at a table piled high with school books. But apparently her mind is not on her homework, because she keeps glancing expectantly toward the door. As the action begins, this is thrown impetuously open, and her cousin, Stephen Grant, a youth of about her own age, bursts into the room.

IRENE. (*Not too cordially*) Oh! It's you, Steve! You certainly got around here in short order.

STEPHEN. (*Breathlessly*) Where's Aunt Amy? Did she get here all right?

IRENE. Yes. She's upstairs now, freshening up after her journey.

STEPHEN. Gee, I can hardly wait to see her! How soon will she be down?

IRENE. That's what I'd like to know. (*With a deep breath*) Oh, there's such a *lot* I want to ask her!

STEPHEN. Me, too. I –

(*Telephone rings. Sound of telephone taken off hook*)

IRENE. (*Into the telephone*) Hello! (*Slight pause*) Oh, Celia! How are you? (*Slight pause*) Aunt Amy? Oh yes. She came. (*Slight pause*) No, I really couldn't say –– (*Slight pause. Then, a little irritably*) But Celia, how *can* I tell you when she'll be ready to see callers when I've hardly had a chance to say "hello" to her myself? (*Pause. Then, not too hospitably*) All right, come along. But I can't promise that she'll see you.

(*Hangs up telephone*)

STEPHEN. What's Celia up to?

IRENE. (*In a tone of annoyance*) Oh, she wants to come over to see Aunt Amy.

STEPHEN. Well, of all the nerve! Before Aunt Amy's own family has had a chance to ––

(*Telephone rings. Sound of telephone taken off hook*)

IRENE. Hello. (*Then very cordially*) Ned! How nice to hear from you! (*Slight pause. Then with a sudden change to a tone of marked coldness*)

My Aunt Amy? Yes, she arrived. (*Pause*) No, I don't know when she will be ready to receive callers. Oh, please don't — (*Breaks off and jiggles telephone receiver*) Hello! Hello! (*Then to Stephen*) He hung up.

STEPHEN. (*Ironically*) That means he'll be right over, too!

IRENE. What is this, anyway? Why should they crash in on Aunt Amy before she's hardly had a chance to get her hat off?

STEPHEN. Don't you *know?*

IRENE. You mean they —

STEPHEN. Certainly! Aunt Amy is employment manager for a corporation that employs a great many people. She's in a position to —

IRENE. (*In a burst of enlightenment*) I see. They want to talk to her about getting a job.

STEPHEN. (*Impressively*) Even as you and I.

(*Sound of door opened and closed*)

STEPHEN. (*Delightedly*) Aunt Amy! Gee, but it's great to see you!

AMY. It's great to see you, too — my great, big, grown-up nephew!

(*Doorbell rings*)

IRENE. (*In an undertone to Stephen*) *That* would be Celia!

STEPHEN. (*In an undertone to Irene*) Or Ned!

AMY. (*Hastily*) If you children are expecting callers —

IRENE. Oh, these callers aren't ours, darling. They're yours.

AMY. Mine?

(*Door is thrown open and banged shut as Celia bursts in*)

CELIA. (*Excitedly*) Irene! Stephen! Will you *please* introduce me to your aunt? I've been simply *living* to meet her.

IRENE. (*Stiffly*) Oh, certainly. Aunt Amy, this is Celia Merwin. She's in our class at high school.

CELIA. Oh, Miss Kenyon, could I have a talk with you? You see I'm graduating from high school this June, and I'm frightfully anxious to land a job. I thought you might be willing to tell me how to go about making an application.

(*Doorbell rings*)

STEPHEN. (*Again in an undertone to Irene*) That would be Ned now for sure.

IRENE. (*With a deep sigh*) I'm afraid so.

(*Door is thrown open and closed with a bang as Ned bursts in*)

IRENE. Aunt Amy, this is Ned Chapin.

NED. I certainly am glad to meet you, Miss Kenyon. I've been looking forward to this ever since I heard you were coming.

STEPHEN. (*Significantly*) Ned is in the senior class too, Aunt Amy. And he, also, is getting ready to look for a job.

AMY. Yes? (*Then with quizzical good humor*) So that's the secret of my popularity! You young people think because I'm an employment manager I can put you all to work.

CELIA. Oh, *could* you, Miss Kenyon?

AMY. Well, hardly that. But I may be able to give you some ideas on how you can get work for yourselves.

STEPHEN. (*As if struck with an inspiration*) Look! I've got it! Now that Aunt Amy is here to help us, let's put on a job clinic.

CELIA. }
IRENE. } (*Speaking in unison*) A job clinic!

NED. That's an idea!

CELIA. But what is a job clinic?

STEPHEN. A job clinic is the latest way of showing people how to apply for jobs.

NED. And how *not* to apply for jobs.

STEPHEN. A lot of schools and colleges have been organizing them.

AMY. And a very good thing they are, too. As a long-suffering employment manager, I'm for them, one hundred per cent.

STEPHEN. (*Eagerly*) Then you will help us put on a job clinic at our high school?

CELIA. Oh, Miss Kenyon, please, *please* do!

IRENE. *Could* you, Aunt Amy?

NED. It would help us all such a lot.

AMY. (*With decision*) Then I'll do it. When? Where? How?

STEPHEN.	(*Speaking in unison*)	Three cheers!
NED.		Hurrah for you, Miss Kenyon!
IRENE.		Oh, *thank* you, Aunt Amy!
CELIA.		How wonderful of you!

STEPHEN. (*Excitedly*) We'll get the big assembly room at school. Ask everybody in the graduating class to come. It'll be the biggest thing for those kids that ever —

(*Fading*)

Announcer

And now, the job clinic. All the members of the senior class, apparently, are gathered in the assembly room at the high school. Aunt Amy is on the platform, and with her, Irene, Celia, Ned, and Stephen. Stephen is presiding. Ah, there goes his gavel, calling the meeting to order!

(*Confused babble of many voices, silenced by the sound of a gavel as Stephen calls the meeting to order*)

STEPHEN. Fellow students! We are about to hold a job clinic. The

idea is to show by practical demonstration what we should — or, perhaps, what we should *not* do when we go to apply for jobs. Miss Amy Kenyon, employment manager of the Mid-Western Furniture Manufacturing Company of Chicago, has kindly consented to serve as our diagnostician. Celia, Irene, Ned, and I will act as her subjects. We shall apply to her for jobs, and she will point out our mistakes. If we make a lot of mistakes, it isn't necessarily that we, in our own persons, don't know better, but because we want to illustrate those most commonly made. Afterwards if any of you would like to make an application of your own, Miss Kenyon will be glad to tell you what's wrong with it. I now turn the meeting over to Miss Kenyon.

(*Applause*)

AMY. You are to imagine that this is the employment office of a business organization. I am the employment manager. My first applicant, as I see by the application blank he has filled out and by the letter of application that accompanies it, is Mr. Ned Chapin. And here he comes.

(*Applause. Cries of "Hello there, Ned." "Go to it, boy."*)

AMY. Good morning, Mr. Chapin. Will you sit here, please.

NED. (*Gruffly*) Okay.

AMY. I see that you have neglected to answer the question on your application blank in regard to the kind of work you would like to do. Just what sort of position did you have in mind?

NED. Oh, I'm not particular. Any old job you wanted to give me would be all right with me.

AMY. But exactly what can you do?

NED. (*Carelessly*) Oh, 'most anything, I guess.

AMY. Really? I suppose then you understand the various systems of office filing?

NED. Filing? What's that?

AMY. Well, if you don't even know what it is — Can you use a typewriter? Operate a duplicator? Run an adding machine?

NED. Naw. Nothing like that.

AMY. I'm afraid we could hardly use you in the office. But there might possibly be a chance for you in our factory. Did you take any shopwork in school?

NED. Yeah. I took shop.

AMY. Just what courses?

NED. Woodworking. Furniture making.

AMY. And did you get high averages?

NED. Mostly A and B.

AMY. Would you be interested in going into a factory to learn furniture making?

NED. (*Suddenly coming to life*) I sure would. Gee! I'd like it better'n anything I can think of.

AMY. Why didn't you say so in the first place? I'll give you a note to the foreman of our factory. He may be able to find a place for you. Good morning.

NED. Okay. Well, so long, lady.

(*Applause*)

AMY. It's pretty obvious what was wrong with that application. But suppose some of you point out the most glaring errors.

GIRL'S VOICE. I don't think he ought to have been chewing gum.

BOY'S VOICE. He shouldn't have said "okay," "yeah," "naw," or "so long," and he should have sat up straight instead of lounging in his chair.

AMY. Any further criticisms? (*Pause*) Didn't anybody notice that he failed to answer one of the most important questions on the application blank — the one in regard to the type of work he wanted to do? That was really his most serious mistake. It was especially stupid because he had in his shopwork something of real value to a furniture manufacturing concern. And now who is our next applicant? Miss Celia Merwin, I see by her application blank. Good morning, Miss Merwin. Will you —

CELIA. (*Gushingly*) Oh, how do you do, Miss Kenyon. I just ran in to see whether by any chance you had a job for me yet. (*Sound of several parcels dropped to the floor*) Oh, dear! There go all my packages — just because I tried to shake hands. (*Giggling*) You can see I've been shopping. Do you mind if I put my parcels here on your desk? What a lovely office you have! You know I believe I'd just love working here!

AMY. What kind of work did you —

CELIA. (*Breaking in*) Oh, of course I want a secretarial position. (*Archly and with a self-conscious giggle*) With a very nice man, of course. Oh, and do you give Saturday afternoons off? Because I simply couldn't work in a place where I didn't have my Saturday afternoons, you know. I suppose I'd get a two weeks' vacation. And what are your hours, please? And what do you pay your secretaries?

AMY. Have you had any secretarial experience?

CELIA. Mercy, no. I'm just out of high school. But we all have to make a beginning, don't we?

AMY. I'm afraid we have no place for you here, Miss Merwin. Good morning.

CELIA. (*Protestingly*) But, Miss Kenyon —

AMY. And I suggest that before you apply anywhere else you find out some of the requirements for a secretary.

CELIA. (*As she makes her exit*) Well, I must say —

(*Applause*)

AMY. And now for the criticisms.

GIRL'S VOICE. Her clothes were too fussy. She shouldn't have worn those dangling earrings, or the bangles. And the polish on her nails was much too deep a red.

ANOTHER GIRL'S VOICE. The heels of her shoes were run over, and there was a run in one of her stockings. And the white frills on her dress needed laundering.

BOY'S VOICE. She made a mistake in bringing all those parcels along with her to a business interview and parking them on the interviewer's desk.

ANOTHER BOY'S VOICE. She talked too much, and about the wrong things.

AMY. Quite right. By asking about Saturday afternoons, and vacations, and hours and salary, she showed that all she thought of was what she could *get* rather than what she could *give*. By running in from shopping with her arms full of bundles, she showed that she was not taking her job-hunting very seriously. Also, I hope you noticed that she demanded a position for which she was not qualified. In fact, she did not even know the requirements. Now, who is next? Ah, Stephen Grant!

(*Applause. Cries of "Hey, Steve!" "You tell 'em," etc.*)

AMY. I am afraid, Mr. Grant, that I shall have to ask you to put out your cigarette. Smoking during office hours is not allowed

STEPHEN. Okeydoke.

AMY. In your application blank you say you are sure you could make yourself invaluable to us.

STEPHEN. (*Cockily*) Yes, *ma'am*. I certainly do feel I could make myself invaluable.

AMY. What makes you think so?

STEPHEN. (*Boastfully*) Well, I'm a glutton for work, I've got ability, and I've got a swell education.

AMY. Ah, you're a college graduate, then?

STEPHEN. (*Slightly taken aback*) College? Well, no. But I've been through high school.

AMY. Have you had any specialized training?

STEPHEN. No, nothing special. Just a general education.

AMY. And at what type of work did you feel you could prove yourself invaluable to us?

STEPHEN. I rather thought salesmanship would be my line.

AMY. But this firm does not employ salesmen.

STEPHENS. (*Astonished*) No? I guess I'll have to take anything you want to give me — just as a starter, I mean.

AMY. As it happens, Mr. Grant, the only jobs we have open, or expect to have open, require specialized training. I'm afraid we have nothing for you. Good morning.

STEPHENS. (*Incredulously*) You mean you —

AMY. Just what I said. We have nothing for you. *Good* morning.

(*Applause*)

AMY. Can anyone point out the mistakes in this application?

BOY'S VOICE. He shouldn't have been smoking that cigarette when he came in

GIRL'S VOICE. His clothes looked as if they needed pressing. And his shoes hadn't been freshly shined.

BOY'S VOICE. He was entirely too cocky. And he couldn't prove he had anything to be cocky about.

AMY. All good points. And here's another: he hadn't found out in advance that the type of work he wanted wasn't to be had in the organization to which he applied. Also, it is always a mistake to make an evaluation of yourself and your abilities. Stick to the bare facts. The interviewer will do the evaluating. And now for our last subject, Miss Irene Kenyon.

(*Applause*)

AMY. I suppose, Miss Kenyon, you have called in regard to your application. I've been looking it over, and I note that it is neatly and completely filled out, that there are no conflicting dates or statements, and no misspelled words. And you have given us full and explicit information in regard to yourself, your business assets, and the type of work you wish ultimately to do. This is so rare that I must say it has given me a very favorable impression of you already.

IRENE. (*With the perfect business manner*) Thank you. I realize that, as yet, I haven't much to offer. But I'm taking an evening course in business training, and I expect to be able to qualify soon as a really expert stenographer. In the meantime, is it too much to hope that I may get a start as a filing clerk, receptionist, switchboard operator, or assistant in the mailing department?

AMY. I think not, since apparently you have the necessary qualifications. The head of our mailing department may be able to use another assistant. I'll speak to her. I'll let you know in a few days.

IRENE. That is very kind of you. Good morning. And thank you so much for seeing me.

(*Applause*)

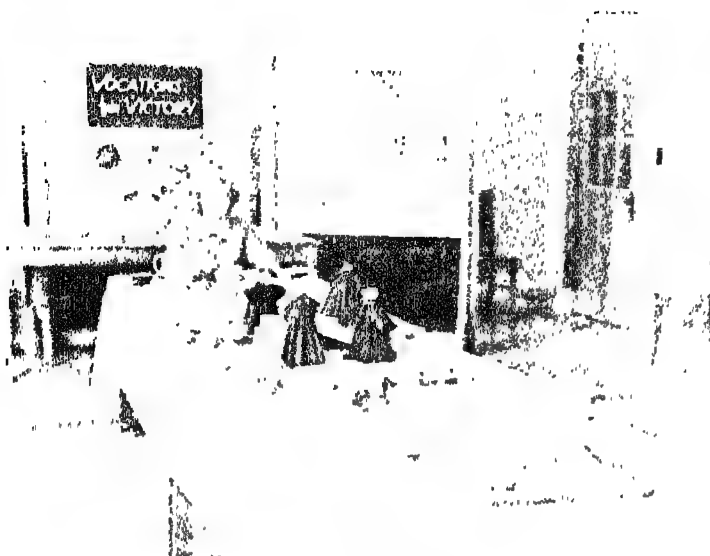


17. Stimulating use of library materials by combining an exhibit with book display (P. 47)

18 and 19 (below). For the Privilege Day program, one group chooses to hear about stamp collecting, while another learns of camping skills. West Bend. (P. 98)







20. A Vocational Book Fair combined with a Diploma Tea. (P. 218)



21. Book Fair at Diploma Tea in honor of graduates. West Bend, Wisconsin. (P. 218)

AMY. Any comments? (*Pause*) What? No criticisms whatever?

GIRL'S VOICE. I couldn't find anything wrong. It seemed about perfect to me.

BOY'S VOICE. And to me. She was all business — looks, manner, speech, everything.

AMY. That's exactly the point. She was, as you say, "all business." Her clothes had been chosen for their suitability to business. Her manner had the quiet, well-poised, modest assurance that business requires. Her voice was pleasantly modulated, her speech correct. The information she gave was explicit and to the point. And furthermore, it showed that she had given careful thought to her qualifications, and also to the varieties of work to be had in the organization to which she was applying. I should say that it was practically a model application, of its kind

(*Applause*)

AMY. And now what about some volunteers from the audience? If any of you would like to offer yourselves as subjects and make a sample application, I shall be pleased to give you my comments and criticisms.

(*Fading*)

Announcer

Again we remind you that we have prepared a leaflet containing lists of helpful books and magazine articles. These you may have by calling at the Office of the Business Education Department.

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X

Broadening Occupational Horizons Through Avocational Pursuits

VARIOUS means for broadening occupational horizons and exploring vocational interests and aptitudes have been described thus far. Another significant method is the use of avocational activities. Many youth are not inherently interested in any particular occupation for a future that seems far in the hazy distance, but will be stimulated by co-operative activity in science, mechanics, music, collecting, or managing and producing a school paper. Interests, if varied and deep, spur pupils on to the acquirement of further knowledge — and to further activities which may influence their educational and vocational ideals and achievements.

Among the values to be derived from avocational pursuits there are at least seven that are related to vocational guidance: recognition of interests and ambitions; exploration, tryout, and sampling of kinds of work; vocational training; training in business methods; concentrated and efficient effort; development of personality; and contacts with adults of similar interest, both amateur and professional.

Carefully Planned Experiences Must Be Provided

There is general acceptance of the philosophy that "by using every means at its command, the secondary school must help its pupils to cultivate in number, variety, and depth the enduring interests which intelligent people develop from their contacts with life." *

Interests are not spontaneous nor are they inherent or ready-made. Deep and abiding interests usually appear when the individual has been exposed to something that arouses his curiosity, and when the process of satisfying this curiosity is both pleasant and satisfying. Experiences must be provided that will produce the disposition to act in such a way as to tap the inner resources of mental activity and furnish the desire that is necessary to learn-

* *Functions of Secondary Education*, p. 71. Bulletin of the Dept. of Secondary-School Principals, # 64, January 1937.

ing. Experiences which will provide the readiness and mental receptivity must be carefully planned to give the opportunity to try a variety of experiences in a variety of fields of activity.

Interest is developed in many avocations by the methods suggested by William James in 1900 in *Talks to Teachers* and by John Dewey in 1913 in *Interest and Effort*. Both men advocated the growth of interest by inducing pupils to secure information about the object and arousing activity toward it. This activity centering around a variety of leisure interests is provided in many schools by a combination of several methods: 1. Enrichment or supplementary assignments in class work; 2. Hobby group meetings during homeroom or "activities" period; 3. Individual members of a class, homeroom group, or club working on special interests; 4. Community hobby show conducted by school with the co-operation of community organizations and hobbyists.

I. ASSIGNMENTS FOR ENRICHING BUSINESS COURSES

School Publications

A school publication serves to enrich shorthand, typewriting, and office practice classwork. The preparation of a weekly mimeographed school paper, or a section of it, provides experiences for exploratory activities in many fields. The news gathering, advertising campaign, collection of commercial advertisements, stenciling, mimeographing, collating, circulation, and distribution afford excellent opportunities for exploration in the field of business and clerical occupations.

The most effective use of a school paper for vocational guidance purposes is not to impart specific occupational information but to arouse interest in extending an organized program of vocational guidance in the schools.

If a school or commercial department paper is published, a column or page may be set aside for regularly featured news write-ups concerning educational and vocational guidance. If the paper is mimeographed, some appropriate designs may be mimeoscoped as headings for each column. For example, a series of articles on "Vocational Outlets of School Subjects" may begin with a design pointing out the significance of the subject under discussion. "Clues to Careers" may be the title of another series of articles, discussing courses, summer jobs, after-school work, hobbies, interests, sports, likes and dislikes, and other tryout ac-

tivities. Comments on new vocational books may be interspersed, when space permits.

Mimeoscoped steps and ladders, indicating the promotional steps in an occupation, the steps to take in securing the desired job, or the steps taken by a successful worker as revealed by his biography, are graphic reminders of some of the group discussions.

A tabulated report of vocational choices as expressed on interest inventories, summaries of career conferences or vocational book fairs, including names of participants, will all keep the subject of career planning before the students.

An example of data from the United States Census may arouse interest in examining the facts concerning occupations and salaries.

Lists of jobs held by last year's or a previous year's graduating class, or the results of a follow-up of graduates, showing what jobs they started out in and what they were doing five years hence, make interesting as well as thought-provoking newspaper data. A girl may have the impression that stenography, teaching, and nursing are the only occupations to consider and will have her interests widened by observing in the *school publication* the vocational choices of her schoolmates. If she reads that the survey of occupations for which her class is preparing, as indicated on last week's inventories, includes radio dramatics, chemical research, child psychology, business economics, nutrition, engineering aid, etc., she will be more alert to collect significant information on occupational trends, conditions, and opportunities in those areas of work.

If a school paper is not regularly published, the commercial department may prepare and mimeograph a special issue to distribute with a program for a vocational conference, vocational book fair, hobby show, or other vocational guidance event.

The school yearbook likewise may be a means of italicizing the aims of helping youth to plan careers. Photographs of discussion leaders, student chairmen, and various activities, accompanied by summaries of the year's events, will promote a greater understanding and appreciation of the vocational guidance effort.

Other Sources of Enrichment

The management of class organization, business clubs, cafeteria finance, plays, athletic teams, and school journeys furnishes additional vocational exploration in the field of business.

Supplementary assignments in business subjects may be found in the reports of the projects of organizations such as the Future Business Leaders of America, sponsored by the National Council for Business Education, and the Order of Business Efficiency, sponsored by *The Business Education World.* Interests are inculcated by inducing pupils to secure firsthand information about business and arousing some satisfying activity as an outgrowth of it.

In addition to these experiences trying out interests and ability in specific kinds of work, some assignments will aid in developing interests and spurring pupils on to the acquirement of further knowledge. Filing classes may add to a clipping and pamphlet file on hobbies, members of typewriting classes may correspond with other hobbyists, shorthand practice for home assignments may utilize literature concerning hobbies, and bulletin board displays may be arranged on various hobbies with design typing illustrations.

The typing of explanatory captions, letters of inquiry, purchase orders, and summarized reports for reference of future classes may be given credit in typewriting and office practice classes and at the same time deal with the content of the enrichment assignments in other classes. Credit may be given for collateral work which combines typewriting and letter writing with hobby interests. An example of a solid geometry enrichment project, which encouraged self-activity and gave varied experiences in the use of higher mathematics, is shown by Illustrations 26–27. Before the Christmas holidays of 1939, the solid geometry students of Forest Park High School, Baltimore, agreed to trim a Christmas tree with the small cardboard models of geometric solids which the students had made as an aid to their study. The result was beautiful, as well as unusual, and the tree attracted considerable attention. In 1940 it was decided that, in addition to the tree, a village should be constructed, all of the buildings to be made of geometric solids. A committee was formed, and volunteers of the two classes were asked to construct buildings for the village. This supplementary assignment was rich in content and stimulated students along lines of advanced mathematics. It helped pupils discover special interests, capacities, and limitations that have vocational significance. In similar activities the typewriting and office-practice classes may utilize and extend this interest if they are allowed credit for collateral work which utilizes typing and hobby interests.

2. HOBBY GROUP MEETINGS DURING HOMEROOM OR ACTIVITIES PERIOD

The curricula of many schools provide for training and experience in drama, music, art, and physical, manual, and household arts, but young people may develop interests in many other avocations. The homeroom or activities periods offer an opportunity for providing a stimulating environment by bringing together groups of young people who have interests in common.

For these activities periods, faculty members usually select leisure-time interests which they propose to encourage. It is usually found that the members of any staff are possessed of a genuine versatility which makes it possible for a large number of interesting groups to be formed. Membership in any one of the clubs is open to everyone who wants to find out more about the particular hobby with which the group is concerned, although pupils are encouraged to change groups at the end of each semester in order to explore, through participation, many varied fields.

It is desirable that the teachers serve as advisers for subjects in which they themselves are genuinely interested. Under the leadership of a teacher who possesses contagious enthusiasm, pupils may be led on to a greater, more sustained, and more continuous effort to acquire and to retain knowledge than by any other motive. These interests lead to efforts and the efforts in turn lead to higher interests. As Briggs states,*

> All must agree that hard work is necessary for the achievement of anything worth-while, and hard work is precisely what interests evoke. It can hardly be denied by anyone who takes the trouble to observe the facts that the work that one does when stimulated by interests is the hardest, the greatest in amount, and the most continuous that he ever performs. Not only that, it is undivided in its direction, there being no necessity, excuse, or desire for devoting a part of one's energies to escaping the uninteresting task set by another. It is intelligent in that it is devoted to a plan that recognizes the objective as interesting and desired, and for this reason it is economical.

The club meetings are usually planned and conducted largely by pupils, with teachers acting as advisers. Thus opportunity is given for the development of pupil initiative and leadership. Certain activity periods are set aside, for which it is suggested

* Briggs, Thomas H. *Secondary Education*, p. 503. Macmillan Co., 1934.

that club members secure individual hobbyists in the community to talk to them. Many hobbyists who are rich in their interests, stimulating in personality, and masters of their subjects will offer specialized activity leadership. Some of the civic, service, and hobby clubs in the community will furnish an inventory of qualified activity leaders, many of whom will offer assistance in sponsoring activities in their leisure-time interest. This mobilization of community resources broadens a program beyond the scope of faculty and pupil interests. Because of the infectious quality of their interests, the enthusiasm of these guest speakers will transmit to pupils the beginnings of many absorbing interests. (See Illustrations 28–33 and 49.)

When all the hobby groups meet during a school period, every pupil is given the opportunity to join one of the clubs. He is encouraged to follow one avocational interest which the school attempts to foster and direct. (However, a study room is provided for those who do not elect a hobby.) And the activities of a voluntary yet purposeful nature will contribute to the life-enrichment activities. If Briggs's golden rule of education, "The first duty of the school is to teach pupils to do better the desirable things that they will do anyway; another duty of the school is to reveal higher activities and to make them both desired and maximally possible," * is kept in mind when selecting the hobby groups to be sponsored, such topics as photoplay, travel, conversation, and reading will suggest themselves.

The Career Club

A career club may be a vehicle for the dissemination of occupational information. Spontaneous activities growing out of the interests and enthusiasms of the group offer a somewhat different approach to acquiring occupational information, particularly for the less academic-minded pupils.

Although the pupil leaders should choose the activities and formulate plans for carrying them out, they should have some suggestions from which to choose. Other suggestions should originate with the individual club members. To be most successful, clubs should have intelligent, subtle leadership and should receive some measure of inspiration and direction from sympathetic, en-

* Briggs, Thomas H. *Improving Instruction,* p 219. Macmillan Co , 1938.

lightened teachers. A career club may be composed of pupils who elect it from the list of hobby clubs, such as aviation, photography, chemistry, commercial, arts and crafts, or it may operate as one of the special groups.

A career club in the George Washington High School, New York City,* invited outside speakers to lead discussions at many of the scheduled meetings on such topics as "Appearance an Asset in the Business World," "The Techniques of Job Hunting," and "Qualifications, Preparation, and Opportunities in the Field of Engineering." Several group visits were made to career conferences and business and industrial plants for firsthand glimpses of actual working conditions. The radio committee covered current broadcasts on vocations. Another committee reported on a series of lectures. The library committee, under the supervision of the school librarian, set up a Career Corner. Two weeks prior to a scheduled meeting, a bibliography was prepared for club members and the books relating to the program topic were displayed. Special library cards were given to all club members who had first "call" on these books.

In Muskegon, Michigan, the High School Commercial Occupations Club † is organized to help boys discover their own interests and aptitudes and to make closer contacts with employers of clerical help in the community. Members fill out three vocational interest inventories, a self-analysis questionnaire, and an occupational study outline. This earns them the privilege of an interview with a man engaged in the kind of work they are considering.

Major benefits of a career club are that the young people become informed regarding the qualifications, preparation, and opportunities in many kinds of work, and become aware of the need for choice and careful preparation for a vocation. Contacts with workers and employers may be made possible during the activities period and may serve to vitalize their interest. Voluntary efforts in a career club may help members to consider more carefully their future careers in which they may forge happily ahead.

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* Boylan, Arthur. "The Career Club in Operation." George Washington High School, New York City. Mimeographed. 1941.

† Stevens, Russell D. "High School Commercial Occupations Club." *Occupations, the Vocational Guidance Magazine*, pp. 191-193. December 1940.

3. INDIVIDUAL MEMBERS OF A CLASS OR CLUB WORKING ON SPECIAL INTERESTS

Each individual member or committee may present his special interests or secure an adult hobbyist to discuss his leisure-time pursuit.

Every teacher on the staff should feel responsible for creating, directing, and developing interests both in class and in out-of-class activities. The teacher of business subjects will carry his full share of this responsibility and co-operate with the administration and other faculty members in this effort. Since the hobby clubs he will choose to sponsor will most often relate to business occupations, he will be able to accent both the vocational outlets and leisure-time aspects of some business vocations.

Here, again, the business club or the preparation of a mimeographed school paper offers exploratory experiences, each person selecting the work he likes best — advertising, salesmanship, writing, stenciling, etc. In the words of Rudyard Kipling:

And no one shall work for money,
and no one shall work for fame;
But each for the joy of the working,
and each, in his separate star . . .

4. COMMUNITY HOBBY SHOW

A community hobby show, a climax of the year's work, with adult hobbyists invited to present their interests to demonstrate the possibilities for the wider and wiser use of spare time, increases both adult and youth interest in enriched leisure pursuits. Adults respond warmly to the interests of children, and both civic clubs and individual hobbyists can be counted on to direct, strengthen, and promote worthy leisure-time interests, with incidental application of the slogan of the National Recreation Association: "That everybody, young or old, may have an opportunity to find the best and most satisfying use of leisure time."

If a community hobby show is conducted in the community, the teacher of business subjects may lend active co-operation. If one is not projected, he may co-operate with other faculty members and community organizations to formulate plans for one.

Pictures of exhibits taken at a community hobby show directed by the author are those numbered 28–33.

Teachers of business subjects are in charge of homeroom periods and activities periods in many schools. If a program of hobby activities is being conducted throughout the school, the teacher may give especial attention to broadening occupational horizons and exploring vocational interests. If a program of leisure-time activities is not in effect, the business teachers may co-operate with other teachers in organizing a plan for inducing every pupil to engage in avocational pursuits.

As mimeographing, tabulating, and other clerical work is involved in the setting up and administration of hobby group meetings, the business teacher's active co-operation will contribute to the number, variety, and depth of pupils' interests.

In addition to developing interests for the wider and wiser use of leisure, the leader will give especial emphasis to the vocational possibilities arising from the avocational interests. He will arrange to use the hobby clubs under his sponsorship as instruments through which pupils can explore occupational skills in various fields and try their interests and ability in specific kinds of work. The tryout and exploratory role of experiences in many leisure-time activities is frequently a deciding factor in the choice of an occupation. One study reveals that the men whose hobbies resemble their vocations tend to be most satisfied with their jobs. This is also true of the men whose hobbies are related to their vocations.*

Many trial work experiences may be given in connection with school activities. For example, if a pupil in the music activities shows some talent and desires to become a professional orchestra conductor, his aid may be enlisted in running the mechanics of the school orchestra. He may be given charge of conducting the orchestra for some school programs. He may be asked to arrange the rehearsal room for a few weeks, planning the position of stands, music, and conductor's music and attending to tuning the instruments. He may take notes on the manner in which the rehearsal is conducted, suggest methods of obtaining greater efficiency of time, and offer solution to problems which may arise in dealing with personnel. If his interest does not lag, he may be encouraged to proceed along his desired course and may be helped to apply for a summer scholarship at a school of music where he may gain more skill in his specific field of interest.

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* Super, Donald E. *Character and Personality*, pp. 51–61. Durham, North Carolina: Duke University Press, September 1941.

Even though the tryout purpose is not emphasized, the club adviser can do much to direct the attention of pupils toward the vocational implications of their hobbies. The leisure-time activities may well be used as instruments through which pupils can explore occupations and plans for the future. Toward the end of the term, two meetings of the hobby groups may be set aside for pointing out the vocational possibilities of their subjects. Pamphlets and current bibliographies may be given to the groups and some pupil-arranged programs presented. The Chemistry Club, for example, may climax its series of meetings with a motion picture on chemistry as a career and group reports on various aspects of vocations in chemistry. In connection with the Camera Club, a book which may form the basis of pupil reports is *Photographic Occupations; Choosing Your Career in Photography.** This covers the various avenues open to young people with a bent toward newsreel, portraiture, aerial, color, or high-speed photography. Many of the hobby clubs, such as journalist club, radio club, art club, crafts club, and aviation club, may easily be used as vehicles for exploring and broadening occupational horizons.

Observation and the reading of biography make it evident that on one's leisure avocations and hobbies often depend one's vocational aptitudes and efficiency. Pupils frequently report an instance where an avocation has become a profitable vocation. Reports may be made of prosperous business enterprises that have developed from hobbies. Eastman, who created the Kodak Company, was a bank clerk whose hobby was photography. Gillette, the inventor of the well-known razor, was a salesman whose hobby was engineering. Bell, the inventor of the telephone, was a professor of elocution, whose hobby was to conduct electrical experiments.

Educators should be forewarned that there will be some opposition to devoting school time to the development of leisure interests. Arguments will be advanced that the faculty members do not have hobbies and cannot direct hobby groups, that pupils are not and cannot be led to become interested in intellectual hobbies, that certain hobbies are not educative and not worthy of inclusion in a school program, that the time of year is not appropriate for the pursuit of specific hobbies, that the length of

* By Burr, Leyson. E. P. Dutton & Co., 1940.

period is too short, that the duration of the life of the club is not long enough, and that pupils already give too much attention to "frills" and should be made to study. The author has found that the principles set forth by Thomas H. Briggs are helpful in persuading others to attempt a program to train for the intelligent use of leisure time:

Education should increase the number, the variety, and the depth of one's interests . . . Schools are responsible . . . for discovering, creating, directing, and developing interests . . . The constant purpose of the school should be to help each individual find the highest activities, avocational and vocational, in which he can be successful and happy. Only thus can it insure to the supporting State the largest dividends on the investment that it makes for education. *

The need for training for the worthy use of leisure time was emphasized by the New York Regents' Inquiry when it discovered that fewer than a fourth of pupils participated in any form of extracurricular activity. The inquiry revealed that few young people had attained standards of enjoyment which led them to make particularly discriminating use of their leisure time, finding that what boys and girls read when they are free to choose what they will read, what they like to listen to on the radio, what they see in the movies give evidence of little discriminating preference, except the preference for "something that is exciting, romantic, or funny." †

The question may be raised, why should the schools concern themselves with the question of training for the intelligent use of leisure time? A study made for the National Recreation Association called *The New Leisure Challenges the Schools* makes an interesting assertion: "On the basis of figures recently issued by the United States Office of Education, namely that the average American school child in 1930 spent 172 days in school, it can be computed that this means that the student spends only 10 per cent of his year's time in school. He sleeps during 37 per cent, nine hours a night; and spends 8 per cent of his time at meals at the rate of 40 minutes each. These three items total 55 per cent, meaning that the student has 45 per cent free time, or something over ten hours a day," or 3,900 hours a year.

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* Briggs, Thomas H. *Secondary Education*, pp 499, 549, and 280 Macmillan Co., 1934.

† Spaulding, Francis. *High School and Life*, pp. 147, 119. McGraw-Hill Book Co., Inc., 1938.

To train for the desirable use of leisure time is one of the cardinal objectives of education. In his address at a National Education Association meeting John J. Loftus said, "So much of our life and character is affected and determined by what we do in our spare time that it should not be left to chance. The training for leisure activities should not be in the hands of casual agencies, but it should be inspired and, to some extent, controlled by the influence of the greatest educative agency in America, the public schools which daily touch the lives of millions of children." *

Whether or not people appreciate and treasure their leisure time and become rich in interests, alive, alert, and growing, depends upon the awakening of enthusiasm. Responsibility is laid upon those who have the power to arouse the interest and the enthusiasm of youth. These high school projects to develop deeper and wider interests illustrate some of the ways in which a school can utilize the resources of the community in the encouragement of avocational pursuits.

While hobbies are not encouraged solely because of their vocational values, both occupational and leisure-time aspects of hobbies may be accented in many cases. Although the vocational implications are not overlooked and special attention is given to pointing them out, the chief emphasis of the hobby program is to set up within the school a variety of activities in which young people will become intensely interested. The motive suggested to pupils is the provision for amusement, fun, enjoyment, delightful recreation, and sheer joy during their 3,900 spare hours a year so they may find the best and most satisfying use of leisure time in the years ahead.

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NARROWING ONE'S CHOICE

Helping Pupils Acquire Specific Information Concerning the Occupations Under Consideration

Some pupils may have made a tentative choice of vocation. If so, their task is that of checking up to see if it is a wise one. Those who have not chosen an occupation have the task of surveying the possibilities, selecting those that appeal to them, reducing the number, and examining their choice.

After surveying the many kinds of work that exist and obtaining a vision of the multitude of occupations open, by the methods proposed in the preceding chapters, the pupil is urged to select several occupations and find out the characteristics he should possess for the particular fields, the steps he should take in preparing for various types of careers, and the rewards he may expect. To aid in thus narrowing down his list to fields of work for more intensive investigation, the printed information, biography, vocational fiction, and series of career conferences may be utilized by the processes described in the next four chapters.

Preliminary to selecting the vocations for the detailed study, a series of career conferences will make it possible for each pupil to consider the conditions of work, requirements, and rewards of ten or twenty occupations. The reading of vocational literature will assist in making a tentative choice on which to concentrate attention on plans for courses of study and for acquiring training and skill for his chosen work.

Helping pupils acquire specific information concerning the occupations under consideration not only assists them in narrowing their choices but also equips them with techniques of investigating occupations which will assist them later in making plans for their lifework. Acquiring specific information about a series of vocations also may be regarded as an aid to the appreciation of occupational life, which is an essential part of a cultural education.

XI

The Career Conference

AMONG the techniques for imparting information about occupations, the career conference is one of the easiest to organize and conduct. Yet it yields large returns in stimulating interest, giving an awareness of vocational requirements, and encouraging students to seek further information about the fields of work in which they are most interested.

Because much of the work of a career conference involves correspondence, telephone calls, mimeographing, collating, tabulating, and contacts with business men and women, the instructors of business subjects can easily fit it into their schedules. Even if the school has a well-developed program directed by a full-time counselor, the department of business education may be given charge of the management of this special project. In some schools the commercial department may co-operate to the fullest extent, carrying on all of the business details of the arrangements in co-operation with the vocational guidance staff.

As in the assembly program, pupil participation is essential to a well-rounded career conference. Every member of the faculty, likewise, should have a part.

Since various methods of conducting career conferences are described in the publications of service clubs and community organizations, only a description of the vocational conferences conducted by the author will be given here to point the way to teachers planning similar activities. The conferences should, of course, be modified to meet the needs of the community.

To avoid concentrating all conferences on one day, five assembly and homeroom periods are used on alternate Tuesdays. Each service club is invited to co-operate in the vocational guidance program by furnishing speakers for one of the programs. The Kiwanis Club, under the leadership of its committee on vocational guidance, arranges to have its state chairman of vocational guidance speak to a joint meeting of the club and the high school. The Kiwanians, with the student chairmen of all the guidance groups (corresponding to homeroom groups in many schools), have their luncheon in the school cafeteria before adjournment to the auditorium for the assembly talk. Following

the assembly talk an hour is devoted to a series of ten to fifteen colloquiums, with two or three Kiwanis Club discussants on each field of work. Each pupil attends the conference featuring the vocation he is most interested in. (See photographs 38 and 39.)

Two weeks later, the Rotary Club furnishes speakers on fifteen or more occupations. These men give their talks twice, so that pupils may attend conferences on their first and second choices, or at least hear two talks by different persons, in the two succeeding periods.

Two weeks later, the Business and Professional Women's Club provides speakers, and for the final conference each guidance group arranges for a talk on some subject not included in other meetings.

Procedure

Each member of the service club discusses his field of work, or arranges to have some other worker bring firsthand information to the students. Some of the club members secure instructors from near-by colleges and universities and introduce them as their spokesmen. Others invite auto mechanics, fruit growers, or other workers not represented in their membership to include more fields of work.

The service club prepares the list of speakers and subjects. This the school mimeographs and gives to pupils to check their first, second, and third choices. Attendance slips are appended, so that each student will have an admission slip for each conference. The number of pupils and their classes is sent to the speakers, so they know in advance the size and grade placement of their audience.

The student officers of the homeroom groups volunteer for the conference for which they prefer to serve as chairmen. These student chairmen meet the speakers upon their arrival at the school, conduct them to the rooms in which their meetings are to be held, introduce them to the groups, and serve as leaders of the discussions following the talk. The vice-chairmen collect the admission slips and later take them to the speakers.

The list of speakers is posted upon the office bulletin board; faculty members are asked to signify the conference they will attend, to assure decorum and to evaluate the project for future reference.

Because the service clubs select their speakers each year and the student chairmen and faculty members volunteer for the conferences they prefer to attend, there is no necessity for interminable committee meetings and discussions. Distributing the conferences over a longer period of time permits more opportunity for home conversations, class discussions, and interchange of reports. By using a different procedure at each session, variety is maintained.

Preparing Speakers

When the student chairman calls on the speaker in advance to get some data for his introduction, he takes with him a statement of the number of students who will attend his talk, the mimeographed sheet showing the list of subjects, room numbers, student and faculty hosts. He also leaves with the speaker a suggested outline which students use in their investigation of an occupation. (See pages 226–227.)

This reminder of the time and place, and the acquaintance with the student chairman, usually impresses upon the conference leader the necessity for organizing his information and planning his talk.

On some occasions, the school mimeographs and the Kiwanis Club chairman distributes a portion of the leaflet, "Suggestions to Leaders of Occupational Group Conferences," distributed by Kiwanis International to their committee chairmen. This contains the following:

SOME SUGGESTIONS FOR CONDUCTING YOUR CONFERENCE

1. The meetings will be 42 minutes in length and we suggest that you use 20–25 minutes of this time for an organized presentation of the important facts regarding your occupation or field of work. Be sure to leave the remaining 15–20 minutes for questions as this is an exceedingly important part of your conference. However, it is well to be prepared to occupy this time with discussion of additional points if there are but few questions.
2. In developing your talk, thought should be given to the understanding that the students in your audience may have. It is usually best to assume that your conference members at best have a relatively limited knowledge of your occupation. The students range in grades from 9th to 12th and in age from 13 to 18.

3. In all fairness to both yourself and students you will wish to avoid any undue optimism or pessimism concerning the occupation. Your aim should be to present the facts fairly as you know them, rather than to "sell" your occupation.
4. Stress should be laid first upon the kind of work which beginners in this field would do. You may then logically lead to the ultimate levels which may be achieved by successful workers, by discussing some of the various "stepping stones."
5. You may help vitalize the work of the school in vocational guidance:
   (a) By emphasizing the importance of a careful analysis of one's interests and abilities and a careful study of occupations while still in school.
   (b) By pointing out the very definite need for planning one's life and activities.
   (c) By urging each student to do the very best he can on his present job — school.

If space permits, a set of instructions formulated by Charles Prosser, Dunwoody Industrial Institute, Minneapolis, is added:

Don't — fail to state what it takes to "make good" in your line of business.

Don't — oversell your business, but be sure to give the drawbacks and the undesirable features of your work as well as the desirable. In this way the pupil can better make his own decision.

Don't — wander away from the subject.

Don't — moralize or preach.

Don't — fail to illustrate your points by concrete examples from your own line of work.

Don't — magnify brilliant intellectual ability as an asset and minimize the value of such qualities as industry, honesty, truthfulness, and dependability.

Don't — lecture.

Don't — quiz the group. Get them to quiz you.

Don't — permit questions that are not pertinent and hence lead you away from your task.

To avoid having all instructions negative, some positive ones are inserted:

Please do — encourage students to formulate a vocational aim.

Please do — get right to the point. The period passes quickly.

Please do — encourage students to read the recent books and pamphlets on vocations.

Please do — recommend some reliable reading material.

Other Forms of Pupil Participation

Special book exhibits, display of vocational materials, posters, picture exhibits, drawings, or murals are frequently prepared for the corridors at the time of career conferences. (See photographs 15 and 25.)

Students in the stenography and typewriting classes take notes and type conference reports on the talks they attend. These are sent to the speakers so they may read the summaries and reactions of the students. The mimeographing, correspondence, telephone calls, thank-you notes, tabulation of choices, and distribution of admission slips provide considerable realistic office practice for business classes. A secretary may be assigned to report and record each conference on a summary blank calling for the following information:

Give five or more key statements. Quote, if possible.
Give some of the questions the students raised.
What is your estimate of success of the conference? Explain briefly.
Rate the interest of the group in the talk: Excellent Good Fair
What was the "highlight" of this meeting?

The camera club takes a photograph of the speakers and chairman and this is enclosed with the notes of appreciation.

The instructions given to student chairmen, vice-chairmen and faculty hosts may offer suggestions to others when conducting career conferences.

INSTRUCTIONS TO STUDENT CHAIRMEN OF VOCATIONAL CONFERENCES

1. Sign for chairmanship of a conference in which you are interested.
2. Find out the full name of the speaker, his business connection, and official position. If possible, inquire about additional facts concerning his experience and achievements.
3. About a week before the talk, call at the speaker's office to deliver the list of names of those who expect to attend his talk and an outline for the investigation of an occupation that students will use in the essay contest. At this time, check the accuracy of the data you intend to use when you present him to your group. If the speaker is busy and cannot see you, talk to an assistant.
4. Consult the faculty host for your meeting in regard to the seating capacity of the room assigned, make arrangements for some transfers which may join your group, and check on your form of introduction and concluding remarks.

5. On the day of the conference, report to the office about five minutes ahead of the scheduled time.
6. Remember that the speaker is a guest of the school and that you are the school's official host for this occasion. Approach your speaker and proffer your hand with some greeting such as, "I am very glad you are here, Mr. ——. We are to wait here until the corridors are clear."
7. If you have not met the speaker before, approach him, proffer your hand, and explain: "I am —— who is to preside at your conference. I am very glad to meet you, Mr. ——. We are to wait here until classes pass."
8. After the students have gone to the conference rooms, conduct your speaker to the assigned room and see that he is seated at the front of the room.
9. Take your place at the front of the room and introduce your conference leader. In giving some important items about your guest speaker and his occupation, convey the impression that you are glad to introduce him to this group because he is well qualified to give firsthand, reliable, and up-to-date information about it.
10. Allow the speaker full use of the desk, by taking your place at the side but where you can face the audience.
11. Jot down any questions you would like to have answered. It is your responsibility to begin the questions during the discussion period, if no one else does, and to call on students, if necessary, for questions. If the discussion turns away from the subject, be alert to ask a pertinent question to turn it back.
12. At the end of the meeting, stand and express your appreciation and that of the students for the informative discussion.
13. Remain with the speaker while he answers any individual questions. Present him to the faculty host, if he has not met him. Then take him to the office where a group picture will be taken of speakers and chairmen. Afterwards, assist him with his coat or wraps and go with your guest to the door, expressing your thanks for his time and effort. As you shake hands with him, you may wish to add, "I am very glad to have met you, Mr. ——."

INSTRUCTIONS TO STUDENT VICE-CHAIRMEN OF VOCATIONAL CONFERENCE

1. Assist the chairman in any way you can in serving as the school's official host to the conference leaders.
2. See that two chairs are in readiness in the front of the room — one for the chairman and one for the speaker.
3. Collect the attendance slips at the entrance to the conference rooms.

4. Be familiar with the duties of the chairman, so that you will be prepared if he calls on you for any assistance
5. If it is convenient, it may be well to go with the chairman when he calls on the guest speaker to make the preliminary arrangements.
6. During the discussion period, ask the speaker questions which are pertinent and relevant. If some student asks a question which starts the discussion on another subject, ask about something which will return the subject quickly to the topic of the day.
7. After the admission slips have been checked at the office, take them to the speaker at his office, as he may wish to look over the list of those who attended his conference.

SUGGESTIONS TO FACULTY HOSTS OF VOCATIONAL CONFERENCE

The student chairmen are to meet the speakers, introduce them, and have the experience of acting as conference leaders. Even though faculty members would make more efficient presiding officers, the service club members have expressed pleasure at serving under the chairmanship of the young people.

1. See that the student chairman has a suitable introduction prepared
2. Arrange for students to be seated when the speaker arrives and take care of the general decorum of the group.
3. If the speaker calls for questions, be prompt to supply some appropriate ones of interest to students.
4. Assist in getting pertinent student discussion and questions started, so that the conference will not run overtime.
5. After the meeting, express the appreciation of the school, if occasion arises, for the service rendered.
6. For a brief evaluation for the planning of future conferences, please give your opinion of the following:

Interest of group in the talk: Excellent ____ Good ____ Fair ____
Success of this meeting. Excellent ____ Good ____ Fair ____
Amount of discussion: Excellent ____ Good ____ Fair ____
Did the speaker encourage ____ or discourage ____ entrance into this field of work?
Did the speaker give specific information ____ or speak in generalities?
Additional comments:
Please rate the chairmen of your group on the discharge of their responsibilities:
Student chairman __________ Excellent ____ Good ____ Fair ____ Poor ____
Comment:
Student vice-chairman __________ Excellent ____ Good ____ Fair ____ Poor ____
Comment.
Suggestions for improvement of future conferences:
Conference leader ______________ Date ____________
Subject ______________________ Faculty Host ______________

The suggestions given below are sent by the service club chairman about ten days in advance of the conference. They are mimeographed and prepared for mailing by the commercial classes.

To Service Club Participants in Vocational Guidance Program

SUGGESTIONS FOR CONDUCTING VOCATIONAL CONFERENCE

___ ______ ______ [*Date and time*].

When you prepare for your student vocational conference, the following information and suggestions may prove helpful.

1. The names of participants and subjects are followed by the names of the student chairmen, vice-chairmen, and faculty hosts.
2. The meetings will be 45 minutes in length and we suggest that members of the colloquium give a brief presentation of requirements, opportunities, and trends of the vocation you are discussing and make the remainder of the meeting a round-table discussion as much as possible, drawing out questions from pupils.
3. Two or more people have signified their willingness to serve on each of the sixteen occupational fields. Please try to consult with the other speakers in your group, in order to avoid overlapping in your presentation.
4. Be sure to leave time for questions, as this is an important part of the conference. However, it is well to be prepared to discuss additional points if there are few questions.
5. The student chairman will serve as chairman and interlocutor of the group and it is hoped he can be given good experience in serving as a leader of discussion.
6. Don't oversell your occupation but be sure to give the disadvantages and drawbacks as well as the desirable features of your work. Your aim should be to present the facts fairly as you know them. In this way the pupil will have information on which to base his own decision.
7. Please stress actual opportunities for jobs in the field you are discussing.
8. Please make some statement of what you consider the possible future trends in this occupation.
9. Don't fail to state what it takes to "make good" in your field of work.
10. You may wish to lay stress upon the kind of work which beginners in this field would do, later discussing some of the promotional steps and "stepping stones" and the ultimate levels which may be reached by successful workers.

11. Please encourage students to formulate a vocational aim. "No wind serves him who has no destined port." — Montaigne.
12. Please encourage students to read the recent books and pamphlets on the various occupations.
13. Please recommend some reliable reading material on your vocation.
14. Please don't wander away from the subject and don't permit questions that are not pertinent and hence deter you from your task of giving information about your occupation.
15. If it fits into your discussion, please remind students of the essay contest which the Kiwanis Club is sponsoring.
16. If possible, suggest further personal contacts which may help the student to become better acquainted with the actual work done.
17. It will be appreciated if you will encourage pupils to make a study of the various occupations and if you will assist in offering some "experience" — either a trip, interview, observation, or some tryout and exploratory opportunity — to those who prepare a written investigation of the occupation they expect to prepare for.
18. The student chairman will come to your office to give you the number who will attend your meeting, and the number of freshmen, sophomores, juniors, and seniors. The student vice-chairman will bring you the admission slips after the conference so you may have the names of those who are interested in the vocation you are discussing.

The student chairman takes the following information to the office of the speaker about a week before the vocational conference:

Vocational Conferences, [Date]

In preparing for your vocational conference you may wish to know the size and grade placement of your audience. When the high school pupils checked their choices of the vocational conferences they would prefer to attend, the distribution was as follows:

	Boys	Girls	Total
Seniors	______	______	______
Juniors	______	______	______
Sophomores	______	______	______
Freshmen	______	______	______
Total	______	______	______

Enclosed is an outline which the students use in their investigation of an occupation of interest. It may offer some suggestions for your talk.

The student chairman will get some data from you to use in his introduction. He will expect to meet you at the high school office on [date] at [time].

Faculty Chairman
Vocational Conference

The form reproduced below illustrates the method of listing the conferences for pupils to signify their preferences and for the information of service club discussants. After assignments are made, taking into consideration the seating capacities of the available rooms, an O.K. and room number are placed upon each admission slip. These are torn off, returned to pupils, collected at the doors of the conference rooms, and later taken to the speakers. The list of vocations, marked with the first, second, and third choices, is filed in the individual folders, where it may help to give a picture of the pupils' interests and be an aid to an interview.

Rotary Club Vocational Talks, [Date]

The members of the Rotary Club, listed below, have indicated their willingness to participate in our vocational guidance program and to talk on the requirements, opportunities, and trends of their fields of work. Some of the vocational conferences will be held at ten o'clock and others at 10 35. This will enable all students to attend conferences on two subjects. Please place 1 before your first choice of conference you would like to attend, 2 before your second choice, and 3 before your third choice. Fill out admission slips below.

	Subject	Speaker	Student Chairman	Vice-Chairman	Faculty Host
___	Accounting	Henry Arnfield	Robert Caspari	Dorothy Rolfs	Miss Kucirek
___	Insurance	A C Fuge	Henry Gumm	Bob Heidner	Miss Huff
___	Office Work	D J Kenny	Bob Marth	Ruth Schacht	Mr. Butho

Admission slip to Conference #1	Admission slip to Conference #2
Name ______________	Name ______________
Subject ______________	Subject ______________
Class ______ Adviser ______	Class ______ Adviser ______

Occupational "Dutch Uncle" Luncheon

Another form of a vocational conference is the "Dutch Uncle" luncheon. Pupils who regularly eat in the school cafeteria at a certain hour may receive firsthand, current information at an occupational "Dutch Uncle" luncheon. This program takes the form of round-table discussions. Someone engaged in an occupation talks to each group like a "Dutch Uncle," giving straight-from-the-shoulder advice.

If tables seat eight people, seven pupils of homogeneous vocational interests meet and select their guest "Uncle." Each group may arrange to have a pupil chairman to receive and introduce its "Dutch Uncle," while the vice-chairman may be given the responsibility of seating the group and preparing pertinent leading questions.

Recent graduates, who have themselves participated in the occupational "Dutch Uncle" luncheons while in school, readily catch the spirit of the occasion and gladly give advice. Graduates of comparatively recent years who return to relate their initial experiences on their first jobs may give more informal advice than older workers who have forgotten their qualms and problems and how they overcame them. A service club may be willing to devote one of its weekly luncheons to this type of disseminating authentic information about work in the community.

By having the entire dining room devoted to several informal discussion groups on this annual occasion, many pupils receive stimulation for their occupational planning.

An easy way for a teacher of business subjects to initiate this type of program is to have members of the stenography and bookkeeping classes group themselves into units of four. Each group then invites an office employee engaged in the occupation of interest. Three underclassmen may be permitted to join each group and the members may invite others to fill out the seating capacity of the table. The following semester, other groups may be organized if the enthusiasm warrants expansion of the plan.

Toward the close of the small group discussions, guests may be asked to present a brief word of advice to the entire group. An added advantage of inviting last year's class members to return for a noon-hour conference with the present class is that it gives the instructor an opportunity to hear their recommendations and opens the way for an informal conference. It furnishes

an occasion for a follow-up service which would assist the individual to progress in his occupation.

As the invited guest asks his employers and co-workers for suggestions to offer to the prospective office workers, they frequently express their ideas of desirable attitudes, appearance, and behavior. This information aids not only the pupils in school but the beginning worker in his acquisition of vocational competence.

The following letter signed by the instructor and pupil committee will explain the plan to those invited to this type of vocational conference:

Dear Dorothy,

The advanced stenography class would like to invite some of last year's class who are now working in offices to come back for a noon-hour conference.

We are calling this get-together a "Dutch Uncle" luncheon, because graduates are asked to talk to us like "Dutch Uncles," giving straight-from-the-shoulder advice.

Before placing our applications in some of the offices, we would like to hear some of your suggestions and have an opportunity to ask some questions.

As we do not have funds for a luncheon, this will be a "Dutch Treat." People will get something in the cafeteria or bring their lunch and gather around the tables in the stenography rooms to eat and visit in small groups We will provide hot chocolate and some nuts and cookies for dessert, however.

We are asking Betty L. to help with plans for transportation. If you work at a distance, please telephone her if you do not hear from anyone in regard to a ride.

We hope to have twenty-five graduates here on ____ [date], during the noon hour. May we count on you?

Sincerely yours,

Student Committee:
Instructor:

Follow-up Work after Conference

If the career conference ended the quest for information about occupations, it would possess only limited values. But it does not end here — either for the pupil or for the service club member. Rather it is the beginning of pupil investigation. As it is followed by written reports on the occupation of interest, the career conference talks serve as excellent springboards to further research. The service club members read and comment on the essays and arrange for an "experience" for all pupils whose papers show sincere interest and industry. This experience is in line with the occupation investigated and may be a trip, visit, observation, interview, or tryout and exploratory work after school for two weeks.

Frequently a speaker will invite to his home for an evening's discussion the group who investigated the field of work with which he is most familiar. Innumerable interviews follow, also, as a result of concluding remarks at the time of the vocational conference, such as, "If anyone wishes more detailed information, come to see me at my office."

Service club members take pride in conducting a vocational conference which will be remembered by pupils as thought-provoking and helpful. They most graciously receive the one hundred student chairmen who call at their places of business before these five conferences. They also welcome the visits of the one hundred vice-chairmen who take the names of pupils attending their sections, the typewritten pupil comments, and the Kodak picture. Many of these two hundred student officers take friends with them, thus increasing the number to have the experience of visiting places of business.

Other important values arise out of the career conference. Parents report that selecting a talk to attend for each of the career conferences helps to crystallize the youth's vocational planning and brings into sharper focus some of the decisions that must be made regarding future work. A vocational aim rather than vocational aimlessness results. Service club chairmen agree that their members become more aware of the problems of youth and develop a more sympathetic and co-operative attitude toward the school as a result of the conferences. In the preparatory meetings with the service club committees teachers find stimulation in the exchange of ideas regarding the preparation of young

people for work. Business teachers particularly profit by learning the employers' point of view.

Counselors report that the career conference broadens the vocational horizons of many pupils. For example, in White Plains, New York, in 1937,* 90% of the students' vocational choices lay within 30 occupations. Following a career conference, the choices were spread over 75 occupations, a measure of one result of this method of presenting occupational information.

Pupils report that these contacts with the men and women of the community are both enjoyable and stimulating. They give pupils the opportunity to meet people who are actually engaged in the occupations they are considering. They awaken new interests. They provide for the evolution of the pupil's planning in line with changing trends and conditions, because the vocational conferences are repeated each year.

The author feels that it would not be possible to teach business subjects satisfactorily without the vocational conferences with the men and women workers of the community.

Following a series of career conferences the advisers and student chairmen consider the many suggestions made by those who have attended. Their conclusions summarize points that may be kept in mind when planning a career conference. The purpose in having speakers actively engaged in various occupations is to provide the pupils firsthand information about specific occupations and help them to narrow their vocational choices. The speaker brings a fresh point of view that is inspirational to the pupils and reinforces points stressed in the classroom. Pupils are stimulated to read the printed information which is recommended by the conference leaders. They are impressed with the need of planning and preparing for one's lifework.

If the speaker presents facts about his vocation as fairly as possible, he will neither attract pupils by an appeal to the romantic side of the work nor discourage pupils unduly. He presents information on which they can base their further investigations. A forester informed a group that there were only fifteen yearly openings in the state for college graduates trained in forestry. One listener reported that since there were only fifteen openings he would prepare for another field of work. Another boy left the conference room beaming, declaring that there were fifteen openings and that he was going to be "one of the fifteen."

* Reported by Miss Cleo Richardson, Director of Guidance.

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XII

Lives of Business Leaders

COLLATERAL reading, if handled in an interesting manner, adds vitality to any class work. For vocational guidance purposes, it is especially true that "books are paths that upward lead" * and can stimulate vocational interests, foster professional ideals, and arouse sympathetic and appreciative attitudes toward persons of all occupations. Many noted men and women, such as Carnegie, Burbank, Edison, and Wanamaker, confess that they achieved much of their success through the inspiration and moral invigoration that resulted from reading about the struggles and triumphs of a forerunner in their field.

Classes in business subjects are fortunate in having at their disposal a wealth of material about business leaders. By reading the life stories of successful individuals, a young person who contemplates entering some phase of business can obtain concrete information regarding the conditions of work, ways of making a start, and the procedures conducive to progress in the vocation. He can visualize the joys and hardships that accrue from participation in that field of work and the relationship of the job to the individual's total life. Comparisons made between biographies of men in the same fields, and between men in different fields, cannot fail to provoke considerable thought.

It must be remembered, however, that some biographies pay little attention to the steps of professional advancement taken by a worker, concentrating instead on the growth of character or the development of an industrial movement. Others relate to persons who lived some time ago, under social and economic conditions different from those of today. A further limitation is that the lives portrayed represent chiefly one stratum of occupational personnel, the industrial magnate, to the neglect of humbler workers, since biographies are more likely to be written about manufacturers and millionaires than about store workers, bookkeepers, stenographers, and office machine operators.

* From the inscription for the Children's Reading Room, Hopkinton, Mass.:

Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends. Come, let us read.

22 At a Diploma Tea each senior receives an individual reading list relating to his vocational interests. West Bend, Wisconsin. (Pp. 102–104)





23 Diploma Tea with reading lists of new vocational books (Pp. 102–104)



24. Dramatic sketch in assembly program. George Washington High School, New York City. (P. 120)

25. Prepared for a Career Conference are a mural portraying the world of work and posters lettered with Willson's Gummed Paper Letters. White Plains, New York, High School. (P. 55)



However, many of these industrial leaders began their careers as office employees. While not many members of the class may rise to the top of their vocations, those who will progress are enrolled in the classes and all should be given the opportunity to profit from the inspirational content of these books.

Because of the unquestioned value of encouraging worth-while reading, at least two or three days a semester may be devoted to these books in any class. Abstracting talks, reports, and books is part of the preparation of a secretary. Frequently the note-taking, preparation of reports, filing of book comments, and learning the use of indexes can be effectively correlated with the work of the typewriting and other classes.

Furthermore, if the school is to give experiences which will make pupils independent and competent readers, the teachers of business education should perform an occasional small part. By encouraging the collateral reading of biography, arranging for interesting comparisons of reactions, allowing freedom in selection of books and in the kind of typewritten report, the business education rooms may become not only a "speed test" center but a reading center. At the same time the reading of selected biography will inform pupils about the occupations and the means by which workers rise to the top.

Many pupils think of a sixty-dollar-a-month position as offering fabulous sums, in comparison with their present allowances, and they do not envisage the promotional steps and opportunities ahead. Others dream of springing full-fledged into executive positions where they sit at mahogany desks pressing call buttons for assistants. Both of these groups will profit from the discovery that the occupations which offer a considerable degree of advancement involve a series of intermediate positions which, if held creditably and with distinction, lead to progress toward the ultimate goals. By filling out the reading reports of biographies pupils become aware that

> Heaven is not reached at a single bound,
> But we build the ladder by which we rise
> From the lowly earth to the vaulted skies,
> And we mount to its summit round by round.
>
> —*Josiah Gilbert Holland*

Both references to biographies and brief biographical data concerning the lives of current business leaders may be found in

Current Biography. Monthly issues, priced at $3 a year, may be consulted in many libraries. The cumulated, revised *Current Biography 1941*, costing $4.00, contains 1080 names from twenty professions, under which are given pronunciation of names; references to photographs, books, and articles; and brief biographical sketches. It is the detailed reference lists that will be especially valuable in locating current biographical reading material. Cumulated volumes are published yearly.

Classified Lists of Biographies

A classified list of 254 biographies representing 82 major occupational fields is published in [2] *I Find My Vocation*, by H. D. Kitson. A list of 175 biographies, also carefully selected on the basis of their portrayal of conditions in forty-two fields of work, is classified occupationally in [4] *Careers in the Making*, by I. R. Logie. A list was filed as an unpublished thesis in Teachers College (Columbia) Library entitled [1] *Materials for Teachers to Use in Giving Vocational Guidance Through the Study of Biography*. In the *Standard Catalog for Public Libraries, Third Supplement, Cumulated 1941–1943*, a full analytical index includes references to biographies indexed under names of vocations.

Current books and articles of this type are listed in *Occupational Index*, *Vocational Guide*, *Current Biography*, *Booklist*, and volumes of *Who's Who in America*.

An occupational index that may suggest names of women leaders in specific fields is that given in *American Women*, the standard biographical dictionary of notable women. Volume III, 1939–1940. (Published biennially by American Publications, Inc., 527 W. Seventh Street, Los Angeles.) Included are 10,222 biographical sketches of living women, leaders in all fields in which women have won prominence, indexed by occupation.

A biographical dictionary of notable young men, *America's Young Men*, volume III, 1938–1939, lists the achievements of 6,532 young men under 40, and contains a geographical and occupational index and statistical summary.

Other names may be suggested by *Who's Who in Commerce and Industry, the International Business Who's Who, 1940–1941*.* This contains 19,485 biographies.

* Marquis, A. N. *Who's Who in Commerce and Industry*. Chicago, Illinois: A. N. Marquis and Co., 1940. $15.00

Lists of biographies indexed by occupations and professions may be consulted in these sources, also

Lincoln Library. 1941 edition. *Study and Reference Groups*, pp. 2011–25. Names are classified by 100 occupational groups, in chronological order.

Dictionary of American Biography. 1928–37. 20 v. Index volume lists subjects of biographies under occupations, pp. 360–474, and under schools and colleges attended by the subjects of biographies, pp. 310–59.

National Cyclopedia of American Biography. 1937. Supplementary to this is *White's Conspectus of American Biography*, which gives a tabulated record of pre-eminent Americans in various fields, in chronological order.

Written Reports on Readings

To intrigue pupils to read biography, to tempt them into intensive thoughtfulness and penetrating analysis of the occupations represented in the biographical literature, as well as to encourage spontaneous reactions to their readings, it is desirable that the form of the report may be optional with each student. For one book, he may choose to fill in a detailed outline; for another he may wish to write a summary report; for a third he may prefer to discuss the book as he would a novel which he has read for pure enjoyment.

Forms of oral reports are discussed at the end of the section on "The Use of Fiction."

Examples of three kinds of written reports are included in the following pages. These direct the pupils to an investigation of the occupational lessons to be drawn from the study of the biography: (1) standard outline, (2) summary report, and (3) personal opinion type of report. Several of these reports from previous classes placed on the bulletin board will suggest forms from which the pupils may choose. One report of each type may be required during the semester.

Standard Outline for Written Report

An excellent standard outline for a report, by means of which a pupil may study a biography systematically and extract its vocational lessons, is published in [2] *I Find My Vocation* by H. D. Kitson. The report given below illustrates the use of this out-

line, with the addition of the starred items, for a study of *It's A Woman's Business* (Vanguard Press, 1939).

Study of the Advertising Manager, Estelle Hamburger

OCCUPATIONAL HISTORY

1. *At what age did she decide to enter this occupation?*

   17. (P. 31.)

2. *What was the most influential factor leading to this decision?*

   The fact that she won a contest finding errors in Macy's published advertisements. (P. 14.)

3. *What other occupations did she seriously consider?*

   Teaching; she was offered a position as teacher in a business school where she had been successful as a student.

4. *In what other occupations did she engage before entering her final occupation?*

   Teaching in a business school. (P. 11.) Substituting for a private secretary at Macy's. (P. 4.)

5. *What condition in these occupations failed to satisfy her?*

   The monotony and the lack of opportunity for self-expression. "It was work that never progressed but was always starting over and over from the beginning." (P. 12.)

6. *At what age did she enter her permanent occupation?*

   17. (P. 31.)

7. *What was her first job in this field?*

   Writing copy in the advertising department of R. H. Macy & Co. (P. 15.)

8. *How did she get this job?*

   She showed interest, intelligence, and ability by finding more mistakes in Macy's ads than anyone else and by offering to write good ads without mistakes. (P. 14.)

9. *How much money did she make per week in this job?*

   $12 per week. (P. 50.) $18 per week six months later. (P. 50.) $50 per week during the war two years later. (P. 56.)

10. *How long did she remain in it?*

    Three and one-half years. (P. 61.)

11. *What was her second step on the ladder?*

    Fashion copywriter for Franklin Simon and Company. (P. 61.)

*12. *How did she happen to get this advancement?*

    She took some samples of her work to Franklin Simon's and applied for work there. She was hired almost immediately. (P. 61.)

13. *How much money did she make here?*
Began at $90 per week. (P. 61)

14. *Make a vocational ladder (i.e. steps of promotion and advancement in the occupation) showing:*
(*a*) *Number of rungs on the ladder*
(*b*) *Earnings at each step*
(*c*) *Length of time spent at each step*
(*d*) *Age on attainment of each step*

Steps	*Earnings*	*Length of Service*	*Age*	*Dates*	*Position*	*Firm*	*Page*
8	Not given	1939 to present	40	1939 to present	Executive Vice-President	Jay Thorpe	299
7	Not given	6 years	37	Sept. 1933	Advertising Manager	Jay Thorpe	282
6	Not given	4 years	33	Feb 1928	Advertising Manager	Stern Brothers	220
5	Not given	5 mo.	29	Apr 1927	Advertising Writer	Jay Thorpe	188–198
4	Not given	3 years	25	1924	Advertising Manager	Bonwit Tellers	154–181
3	About $7000	2 years	24	1922	Asst Advertising Manager	Bonwit Tellers	107–160
2	$90 per week	3½ years	20	1919	Advertising writer	Franklin Simon's	60–64
1	$12; $18; $50 per week	3½ years	17	1916	Copywriter	Macy's	56–61

15. *What element in her permanent occupation gave her the greatest satisfaction?*
The excitement; the sense of doing, creating, striving, achieving. (P. 286.)

*16. *What element in her permanent occupation gave her the least satisfaction?*
The unpleasantness of trying to convince less prophetic and progressive minds of the advisability of developing new, modern, co-operative ideas. (P. 162.) Having to hurt some people in initiating progressive change. (Pp. 146, 152, 153, 222.)

17 *What sacrifices did she make or what opportunities did she pass by in order to enter upon her chosen occupation?*
Opportunity to complete college. (P. 9.)

18. *What regrets did she express for having entered her final occupation?*
None.

*19. *What personal characteristics contributed to her success?*
Dauntless ability for hard work. (Pp 95, 98.) Originality. (Pp. 28–36.) Tact; sense of humor; responsibility. (Pp. 62,

99, 164, 221.) Ability to adjust immediately to a new situation. (P. 73.) Enthusiasm. (P. 224.)

*20. *Judging from this account, what attributes are essential to success in this field?*

(*a*) Essential to begin with: enthusiasm, originality, academic and social intelligence, ability to work hard.

(*b*) Important attributes to be developed: knowledge and appreciation of art, vocabulary, ability to manipulate words, poise, executive ability.

*21. *What qualifications are recommended for satisfactory pursuit of this vocation?*

Ability to work well at top speed. (Pp. 81-82.) Extreme human insight. Knowing what is good for one's colleagues (buyers and department heads) and the public and making them think it was their idea to begin with. (P. 165.)

*22. *What persons and circumstances played an important part in her career?*

(*a*) Winning the contest. (P. 14.)

(*b*) Louis Chamansky, her first boss, gave her her philosophy when he said, "If you're going to write about it you've got to know about it." (P. 24.)

(*c*) Frank Nelson helped her up the vocational ladder when he infuriated her to the point of resignation from Macy's. (P. 59.)

(*d*) Mr. Simon of Franklin Simon and Company brought precision and order into her method of working. He insisted on absolute accuracy and honesty in advertising, giving her valuable habits and techniques. (Pp. 70, 76, 86.)

(*e*) Mr. Bonwit of Bonwit Tellers made her appreciate sheer beauty for its own sake. (Pp. 105-109.)

(*f*) Morris Crawford taught her the value of research in the museum where she was introduced to a realm of new ideas by contact with mementos of other peoples and civilizations. (P. 124.)

(*g*) Her husband made her "take her nose out of a book and look at life." (P. 105.)

*23. *How does the training for this occupation today differ from that described in the book?*

A college education is now universally considered advisable, while some specialized training is considered important in the field of illustrating or journalism. Entrance is still chiefly through related positions such as selling and buying, as success is dependent upon ideas and freshness of point of view.

*24. *What advice does she give to youth considering this field of work?*

Be modern, be ahead of time, learn everything. To do things is more important than to have things. (P. 288.) Be original;

work hard; play hard; know people; ideas are the keynote See and know, test and prove — do the job with authority. (P. 289)

SOCIAL AND ECONOMIC HISTORY

1. *What was the nationality of her parents?*
   Not given.
2. *Were they poor, rich, or in comfortable circumstances?*
   Comfortable circumstances.
3. *Occupation of father? Mother? Grandfather?*
   Not given.
4. *What occupation, if any, did her parents or relatives choose for her?*
   None, but they were disappointed that she gave up teaching to work in a store.
5. *At what age did she (the subject of this biography) begin to support herself?*
   At 17, when she began work in the Convent Commercial School.
6. *At what age was she married?*
   23. (P. 110.)
7. *Did her husband give her any special assistance?*
   He encouraged her continuously.
8. *How many children?*
   One set of twins.
9. *At what age did she die?*
   Still living.

EDUCATIONAL HISTORY

1. *How many years did she spend in general education?*
   Fourteen; completed second year at Barnard College. (P. 9.)
2. *How old was she when she completed her general education?*
   17 when she left college. (P. 31.)
3. *What was her favorite subject in school?*
   Liked subjects that called for creative ability, especially writing of short stories.
4. *At what age did she begin her technical education?*
   17, when she began work as a copywriter.
5. *How far from home did she go for her advanced education?*
   She lived within walking distance of Barnard College. After she was established in her profession, she made trips abroad for new ideas.
6. *What was her customary academic standing in:*
   (*a*) *General education?*
   Probably above average.

(b) *Technical education?*

Received high praise for her work.

*7. *Did she participate in extracurricular activities?*

Not given.

8. *Did she earn her own way through college?*

No.

9. *Did she go in debt for her education?*

No.

*10. *Significant excerpts of occupational interest:*

"On my days off I had faithfully gone the rounds of museums and libraries and art exhibits. I had read stories, essays, poetry, and had kept abreast of fashion notes. I had studied the history of costume, visited silk mills in Paterson and shoe factories on Long Island." (P. 95.)

11. (Conclusion) *What is your honest opinion of this book?*

Taking us behind the scenes of the retail business, she discusses her profession with candor. She makes hard work sound like fun. This biography offers many suggestions to one who has creative ability and a flair for style and writing.

Example of a Summary Report

The Biography of an American Workman, by Walter P. Chrysler

(As recorded in *The Saturday Evening Post*, June 19 — August 14, 1937)

Before Walter Chrysler became the president of the Chrysler Corporation he had been just about everything a railroad machinist could be from a sweeper in the Union Pacific shops at Ellis, Kansas, to President of the Buick Motor Company in Flint, Michigan.

Chrysler's swift advances were due to his never-ending curiosity and a super-human desire to learn all he could about everything he could. He must have had two regrets when he went into the automobile business: he started at half of his former salary, and he admittedly was sorry that his connections with railroad men and machines had to be severed.

Chrysler's father was an engineer on the Union Pacific Railroad His family was comfortably well situated and suggested that he go to college. He objected to this because he was much more interested in doing things with his hands. His family wanted him to become a boiler maker if he wouldn't go to college, but he had made up his mind to become a machinist at all cost.

He was more or less self-supporting at eighteen, though he still lived at home until his apprenticeship was over. He married at 26 and became the father of four children.

Age	Position	Pay	Time Spent
17	Sweeper (Union Pacific Shops)	$1.00 per day	Few months
18	Apprentice Machinist	50 per day	Four years
22	Journeyman Machinist	3.00 per day	Three years
25	Master Machinist	90 00 per month	One year
26	Roundhouse Foreman	125.00 per month	One year
27	Division Master Mechanic	140.00 per month	One year
28	Division Master Mechanic on bigger road	200.00 per month	One year
29	General Master Mechanic	275.00 per month	One year
30	Superintendent of Motive Power	350 00 per month	Two years
32	Shop Foreman (American Locomotive Company)	275 00 per month	One year
33	Works Manager (American Locomotive Company)	12,000 00 per year	Two years
35	Works Manager (Buick Motor Car)	6,000 00 per year	Four years
40	Works Manager (Buick Motor Car)	25,000 00 per year	Two years
42	President of Buick Motor Car Co	500,000.00 per year	Two years
44	Retired for a year		
45	Executive Vice-President (Willys)	1,000,000.00 per year	Two years
47	President of Chrysler Corporation		Eighteen years

The secret of his success lies in the fact that he was never satisfied until he knew all that there was to know about the things he came in contact with. He knew more than his machinist trade; he knew how to handle men. He knew how because he was enough interested to learn how, not because he had any natural ability other than a pleasant personality which made it easy for him to make friends.

Though he never went beyond high school for his formal education, he never wasted any time when there was something he wanted to know. He took correspondence courses all during his early days of climbing the vocational ladder so that he was always equipped to do more than his immediate job, and when time for advancement came he was always ready — if not champing at the bit. Walter Chrysler admits himself that he was lucky — he knew what he wanted to do.

Stanley Merrill

Example of "Personal Comment" *type of report*

The Business Biography of John Wanamaker, by Joseph Appel

This book tells of John Wanamaker's business success, of his merchandising methods, and of his many business anniversaries and jubilees.

At the age of 14 Wanamaker found his first job — as errand boy in a store in Philadelphia. Living in the country, he walked several miles daily from his home to the office. Often the road outside the city was so muddy or dusty that he carried his shoes in his hand until he came to the paved streets. His shoes must be clean to meet the customers!

He writes: "The city boys laughed at the newcomer because of my country clothes . . ., but after all it was really good for us to be sneered at. . . . Obstacles are not infrequently turned to good account, like the stiff winds that force the drafts in the furnace of the steamships and fill the sails of the barques and brigs on the ocean."

After overcoming many obstacles, Wanamaker launched "the new kind of store" with the "money-back" custom of offering to the public the privilege of returning unsatisfactory or unwanted goods, the one-price system which eliminated the uncertainty of haggle and barter, and facts printed in advertising and merchandise tickets

When the new Philadelphia store building was dedicated by William Howard Taft, President of the United States, he proclaimed Wanamaker the "greatest merchant in America" and his store a "model for all other stores of the same kind throughout the world."

Wanamaker summed up his policies: "Truth must be our bookkeeper; knowledge discover the merchandise; integrity wait on the customers; experience build the store."

Reading was Wanamaker's recreation and the passion persisted all through his life, so that he was rarely without a book in his hand or in his pocket.

This book encourages the young boy and girl to work hard, to develop initiative, and not to be afraid to try new ideas.

Lillian Moritz
Student in West Bend, Wis., High School

Some biographical material concerning graduates of the school has an excellent inspirational effect upon the pupils. The bulletin board can be instrumental in presenting a "success story" of recent graduates who may be invited to speak to the class or club.

The bulletin board may be planned to present thumbnail sketches of graduates who are climbing the occupational ladder. Cutout spaces permit the insertion of a 5″ by 7″ picture, the name and class of the graduate. Under the heading "Activities," brief typewritten biographies include school scholarship, service, and extracurricular achievements; business experience; and some personal data on ambitions, interests, and hobbies.

The bulletin board biography may be displayed for one week

before the informal talk and form a basis for the question-and-answer period which follows. The stimulation of discussion with a successful worker "on the job" is a superb teaching aid and makes successful achievement seem more nearly within reach.

The biographical readings, given below, record the life histories of successful workers in fields of business. Those preceded by "L" have been recommended in Logie's *Careers in the Making*, (1942). "K" indicates inclusion in Kitson's list in *I Find My Vocation*, (1937); "W" books are included in *Vocations in Biography*, published by the public library of Washington, D.C., (1938); "HS" indicates listing in the *Standard Catalog for High School Libraries*, (1942); and "A" books are recommended in the *A.L.A. Catalog* or supplements. For books published prior to those indexes, the consensus of expert opinion may be a useful guide.

CLASSIFIED LIST OF BIOGRAPHIES FOR USE IN BUSINESS CLASSES

Advertising

A–W *Louder Please!* E. E. Calkins. Atlantic Monthly Press, Inc., 1924

A–HS–L *It's a Woman's Business*. Estelle Hamburger. Vanguard Press, 1939

HS–L–W *Through Many Windows*. Helen Woodward. Harper & Brothers, 1926

A–K–L *My Life in Advertising*. Claude C. Hopkins. Harper & Brothers, 1927

Growing Up With Advertising. Joseph H. Appel. The Business Bourse, Publishers, 1940

Banking and Finance

K *Levi Parsons Morton*. Robert McElroy. G. P. Putnam's Sons, 1929

K *Father and Son* (the Stillmans). John K. Winkler, Vanguard Press, 1933

K–L *Henry P. Davison: The Record of a Useful Life*. Thomas W. Lamont. Harper & Brothers, 1933

From Farm Boy to Financier. Frank Vanderlip and Boyden Sparkes D. Appleton-Century Co., Inc., 1935

L–W *Jay Gould — The Story of a Fortune*. Robert I. Warshaw. Greenberg, Publisher, Inc., 1928

W *The Guggenheims*. Harvey O'Connor. Covici-Friede, 1937

L W	*The House of Morgan.* Lewis Corey. G. Howard Watt, 1930
	Life of Thomas Coutts, Banker. Ernest H. Coleridge. John Lane, 1920
K L W	*Morgan the Magnificent.* John K. Winkler. Vanguard Press, 1930
L W	*They Told Barron* (Wall Street conversations with Clarence Walker Barron). Arthur Pound and S. T. Moore, ed. Harper & Brothers, 1930
L-W	*Andrew W. Mellon — The Man and His Work.* Philip Love F. Heath Coggins & Co., Baltimore, 1929
A	*J. Pierpont Morgan, an Intimate Portrait.* H. L. Satterlee. The Macmillan Co., 1939
W	*Rise of the House of Rothschild.* E. C. Corti. Cosmopolitan Book, 1928

Business (Miscellaneous)

A-HS-L-W	*The Autobiography of a Business Woman.* Alice Foote MacDougall. Little, Brown and Co., 1928
A	*Builders of Empire* Floyd L. Darrow. Longmans, Green & Co., 1930
HS-K-L	*Girls Who Did; Stories of Real Girls and Their Careers.* H. J. Ferris and V. Moore. E. P. Dutton & Co., Inc., 1927
HS	*How They Started; Nine Famous Men Begin Their Careers.* Elizabeth B Hamilton. Harcourt, Brace & Co., 1937
L	*The Highway to Success.* C. Harold Smith. D. Appleton-Century Co., Inc., 1931
	History of American Business Leaders: a Series of Studies. Fritz Redlich. Edwards Bros., Ann Arbor, Mich., 1940
	History of the Business Man. Mary Beard. The Macmillan Co., 1938.
	Jewish Merchants in Colonial America. M. K. Freund. Behrman's Jewish Book House, 1939
L	*Men Who Are Making America* (collection of sketches) B. C. Forbes. B. C. Forbes Publishing Co., 1927
HS-L	*Modern Great Americans.* Frederick H. Law. D. Appleton-Century Co., Inc., 1926
L	*Through Many Windows.* Helen Woodward. Harper & Brothers, 1926
A	*Today's Young Men.* Felix B. Stryckmans Reilly & Lee, 325 W. Huron St, Chicago, 1940 (Brief success

stories of 70 young men, some of whom are in business.)

A-HS-L *A Woman's Place; the Autobiography of Hortense Odlum* (managing specialty store for women). Charles Scribner's Sons, 1939

Industry

W *And Then Came Ford* Charles Merz. Doubleday, Doran & Co , Inc., 1929

Adventures of a White-Collar Man. Alfred P. Sloan, Jr., and Boyden Sparkes (General Motors). Doubleday, Doran & Co., Inc., 1941

A *The Astors.* By Harvey O'Connor. Alfred A. Knopf, Inc., 1941

L-W *Autobiography.* Andrew Carnegie Houghton Mifflin Co., 1920

A *Commodore Vanderbilt; an Epic of the Steam Age.* W. J. Lane. Knopf, 1942

A *George Westinghouse, Fabulous Inventor.* H. G. Garbedian. Dodd, 1943

Incredible Carnegie. John K. Winkler. Vanguard Press, Inc., 1934

L *Sir Henri W. A. Deterding.* As told to Stanley Naylor. Harper & Brothers, 1934

L-W *George Eastman.* Carl W. Ackerman. Houghton Mifflin Co., 1930

L-W *Henry Ford, the Man, the Worker, the Citizen.* Joseph G. Hamilton. Henry Holt & Co., Inc., 1927

L *Henry Ford, Motor Genius.* William A. Simonds. Doubleday, Doran & Co., Inc., 1929

A-L *God's Gold· the Story of John D. Rockefeller and His Times.* John T. Flynn. Harcourt, Brace & Co., Inc , 1932

A *Men of Wealth: The Story of Twelve Significant Fortunes from the Renaissance to the Present Day.* By John T. Flynn. Simon & Schuster, Inc., 1941

A *Alfred I. DuPont, the Family Rebel.* Marquis James Bobbs-Merrill Co., 1941

W *Men and Rubber.* H. S. Firestone. Doubleday, Doran & Co., Inc., 1926

W *The DuPont Dynasty.* John K. Winkler. Reynal & Hitchcock, 1935.

A *What's Past Is Prologue — Reflections On My Industrial Experience.* Mary Barnett Gilson. Harper & Brothers, 1940

A K L *My Life and Work.* Henry Ford with Samuel Crowther. Doubleday, Doran & Co., Inc., 1922

A *John D. Rockefeller; the Heroic Age of American Enterprise.* Allan Nevins. Charles Scribner's Sons, 1940

L-W *John D. Rockefeller, a Portrait in Oils.* John K. Winkler. Vanguard Press, Inc., 1929

L *Owen D. Young, a New Type of Industrial Leader.* Ida M. Tarbell. The Macmillan Co., 1932

A *Rubber's Goodyear; the Story of a Man's Perseverance.* A. C. Regli. Messner, 1941

Merchandising and Salesmanship

L W *The Business Biography of John Wanamaker.* Joseph H. Appel. The Macmillan Co., 1930

A *Five and Ten; the Fabulous Life of F. W. Woolworth.* John K. Winkler. Robert M. McBride & Co., 1940

L *The Man with a Thousand Partners, James Cash Penney.* Robert W. Bruere. Harper & Brothers, 1931

K-L W *The Romantic Rise of a Great American* (Wanamaker). Russell H. Conwell. Harper & Brothers, 1924

A *Send No Money.* (Sears, Roebuck Mail Order House.) L. E. Asher and Edith Heal. Argus Books, 1942

W *Yankee Bookseller.* C. E. Goodspeed. T. Allen, Toronto, Canada, 1937

Secretary

A *Henry Ponsonby, Queen Victoria's Private Secretary.* A. P. Ponsonby. Macmillan, 1943

A *I Was Winston Churchill's Private Secretary.* Phyllis Moir. Funk & Wagnalls Co., 1941

Shirley Clayton — Secretary (Career Fiction). Blanche L. Gibbs and Georgiana Adams. Dodd, Mead & Co., 1941

Social Secretary

A *Diplomatically Speaking.* Lloyd Carpenter Griscom. Little, Brown & Co., 1940

A *John Hay.* Tyler Dennett. Dodd, Mead & Co., 1934

A–K *Presidents and First Ladies, Recollections of a White House Secretary.* Mary Randolph. D. Appleton-Century Co., Inc., 1936

A *An Adventure with a Genius; Recollections of Joseph Pulitzer.* Alleyne Ireland. E. P. Dutton & Co., 1937

ASSIGNMENTS FOR PUPILS

1. From your study of several biographies according to the outlines given in this chapter, summarize the qualifications that are recommended for satisfactory pursuit of the occupation you are studying.
2. Bring to class a newspaper clipping announcing the appointment of some prominent person to an important post. From a study of his biography, point out the factors that helped him win the appointment
3. If you have seen one of the biographies portrayed in a motion picture, tell what you learned from it about qualifications, training, and rewards for specific occupations.
4. Discuss the following proverb in connection with one of the biographies: "Seest thou a man diligent in his business? He shall stand before kings." — Proverbs XXII, 29
5. From the study of biographies, cite an example of some prominent person who looked for a job with promotional possibilities. Compare his philosophy with that of the following.

The Job *

Take this, my boy, and remember it long,
Though now it may strike you as funny,
A job with a chance to improve and advance
Is better than one that pays money.

Take a hint from an old man who's traveled the way,
Just heed to his counsel a minute,
There's a job that may pay you five dollars a day
But that's all there will ever be in it.

Don't look at the cash as so many boys do,
Take a look at the long years before you;
See how much you can learn, not how much you can earn,
And the place which the future has for you.

Can you rise from the post where they'd have you begin?
How far will this humble job take you?
These are questions to ask. They pay well for the task,
But what sort of a man will it make you?

Oh, many a boy has begun with a rush
And has grabbed for a man's wages blindly;
Now he sticks as a man at the spot he began,
And thinks life has used him unkindly.

* Edgar A. Guest. *Just Folks*. Reilly & Lee Co., 1917. (Used by permission.)

So look for a job with a future ahead,
Seek a chance to grow greater and greater,
Seek a place where you know as you work you will grow,
And the money will come to you later.

SELECTED REFERENCES

1. Caldwell, Mary Jane H. *Materials for Teachers to Use in Giving Vocational Guidance Through the Study of Biography.* Unpublished Master's Thesis, Teachers College Library, Columbia University, 1931.
2. Kitson, H. D. "Biographies of Successful Workers." *I Find My Vocation.* Pp. 66–91. McGraw-Hill Book Co., 1937.
3. Kitson, H. D. "Lives of Great Men All Remind Us." *How to Find the Right Vocation.* Pp. 57–81. Harper & Brothers, 1938.
4. Logie, I. R. *Careers in the Making.* Harper & Brothers. Second Series, 1942.
5. Science Research Associates. *Basic Occupational Plan: Methods and Techniques for Using Occupational Information in English Courses.* Chicago, Illinois, 1939.
6. *Vocations in Biography.* Public Library of Washington, D.C., 1938.

XIII

Fictional Descriptions of Business Occupations; Poems

TEACHERS of business subjects may contribute to the general school program of introducing pupils to interesting reading materials that appeal to their individual tastes and curiosities. The value of inspiring biographies was discussed in Chapter 12. The vocational story showing a worker in a field that attracts the pupil may be included in most class assignments at least once a year to enrich his understanding of vocations.

This new type of vocational literature has been developed in recent years. The "fictionalized" biography or the "career fiction" presents a considerable amount of information about occupations. Many young people prefer to obtain their vocational information from the conversations and stories of fictitious characters rather than from a statistical condensed treatment in a monograph.

Because of the story appeal, a novel with a vocational background is useful to encourage young people to read about occupations and become aware of the qualifications and requirements necessary for success in certain fields. It may be preliminary to the acquisition of more specific information contained in the occupational books and pamphlets.

Some vocational novels such as *The Citadel* and *Arrowsmith* lay considerable stress on plot and individual character development. However, it is not possible to recommend many fictional descriptions of business occupations which possess both literary merit and a complete presentation of vocational information. The books starred at the end of this chapter have been selected on the basis of the following criteria:

1. Does the story sustain the reader's interest?
2. Is the occupational information accurate and applicable to present-day conditions?
3. Does the book present a reliable and realistic picture of the work in the occupation?
4. Are the thrills, adventures, or hardships described inherent in the

occupation or are they improbable and injected to accelerate the pace of the story?

5. Does the book furnish an incentive to worthy endeavor?

Additional criteria, suggested below, may be considered in selecting fiction for imparting information about specific occupations, even though all of them may not apply to any one book:

1. Does the presentation stimulate the reader to make a firsthand investigation of the occupation and to do further reading on the subject?
2. Does the book stimulate the reader to self-appraisal and life-career planning and yet present the occupational information in an unobtrusive manner so as not to detract from the enjoyment of reading?
3. Do the characters in the story reveal the personal qualities and character traits which contribute to success or failure in the vocation?
4. Does the story create an understanding of the job, its working conditions, its rewards, and its demands upon the worker?
5. Do the characters encounter handicaps and disappointments as well as success and do they manifest initiative and courage in meeting emergencies?
6. Are the characters worthy of emulation; is the occupation socially useful?

Classified Lists of Vocational Fiction

Many novels, classified in 102 occupational groups and selected on the basis of descriptions of work processes or portrayal of character of workers, are cited and annotated in [8] *Vocations in Fiction.*

Some vocational counselors, teachers, and readers' advisers in public libraries maintain current files of titles of "career fiction" to supplement the above 1938 list, especially on subjects for which there are frequent requests. If the library or counselor does not offer this service, a request and stamped envelope sent to the readers' advisory service of the *New York Herald Tribune,* or *The Saturday Review of Literature,* will bring titles of recent fiction or biography on any subject.

An interesting discussion of the use of "career fiction" and the services of a reader's adviser is given by May Lamberton Becker, of the Reader's Guide, *New York Herald Tribune:* *

* Paper read at committee meeting of "Community Aspects of Guidance" at the national convention of the National Vocational Guidance Association, Atlantic City, February 19, 1941.

The Role of the Reader's Guide in Vocational Guidance

By May Lamberton Becker

The advice offered by a Reader's Guide is naturally by no means so thorough-going as that given by a vocational guidance bureau or professional adviser in these fields. Vocational guidance is, after all, but one of many fields in which this "Reader's Guide" may be called upon to give first aid. In fact, first aid is all I can ever give: when someone asks me how to look over the field in general, with a view to ascertaining the type of work for which he is probably fitted, and the ways of fitting himself, I can direct him to a number of general guides that he may consult. If he has already chosen his lifework, or has a pretty good notion of the general type of lifework he wants to carry on, I can tell him what books will give him some idea of its practical workings, its rewards, its hardships, its place in the community, and so on. What such an enquirer usually wants is one of the "opportunity" books, telling what jobs can be had along these lines and what the chances are for advancement. If, however, the enquirer is so *young* that work is as yet fairly far ahead, what he usually wants is a *story* in which someone is shown at work in the field that attracts him. At this point the "vocational story" comes in.

I believe, though I have kept no statistics on the matter, that I am more often consulted on the choice of books of this particular kind than on actual manuals for occupational guidance. The reason is plain: the vocational counselor is so competent and his work so well organized, that a young seeker for light very sensibly goes straight to him and gets what he needs most — personal, *viva voce* information, and the opportunity of discussion. But many librarians have learned that there may come a time in the teens when the only form of book that could be classed as a juvenile that will be read by young folks is precisely this kind of vocational story. It is, I think, the last "juvenile" the teen age reads, especially the teen-age girl. She has begun to feel the urge to live her own life (I am not using this phrase in any spectacular sense, but to mean simply that she is beginning to feel a certain urge for freedom and to understand that it is something that one must pay for). The very idea of earning her own money has a romantic charm — before the actual necessity for doing so arises! Thus it is really not necessary to *introduce* much romance into a story of this sort, for the job it describes is, to this particular reader, romantic in itself. It is, however, not unwise to let the idea of marriage slip into the later chapters, for only a girl with a genuine vocation — who would not be shopping around like this for information about her life-

work . . . would willingly contemplate a job that put marriage completely out of the question.

The one point on which the adviser on this sort of story should, I think, stand firm, is that of the nature of the "thrills" that the book provides. If these are inherent in the job, bring them on, the more the better. But if they must be lugged in to brighten or accelerate the pace of the book, this is no book for me. It will arouse a quite erroneous idea of that sort of work . . .

Reports of Reading Are Educative

As in the use of biography, the work activities in classes of business subjects will involve the use of the typewriter, shorthand pencil, mimeograph machine, calculating machines, and the filing cabinets. Discussion will be allowed to permit sufficient interchange of reactions to serve as inspiration to further reading.

The typewritten report, book brief, vocational ladders, summary reports, or recommendation for library purchase may follow the same general patterns as are described elsewhere in this book.

If class interest is developed in the vocational literature, it will be reflected in the club programs of after-school meetings, where interesting forms of oral reports will be desired. For an occasional class exercise, oral discussions on fictional descriptions of business occupations will help pupils obtain a vision of the diversity of occupations open to them and the characteristics they should possess for the specific fields. These oral reports will acquaint pupils with available reading materials and make them aware of the information that may be gleaned from them.

Forms of Oral Reports on Vocational Books

Oral reports may be given in one of three ways: 1. each individual describing a separate book; 2. group discussion on a book which everyone has read; 3. panel or forum discussion planned around some unifying theme, each student reporting on a separate book.

1. Individual Reports. As in reports of biography, each pupil may be asked to prepare a vocational ladder, reporting each step taken by the character in the story. The occupational significance of the novel may be italicized by including in the oral discussions the kinds of work done at each level, with a summary of advantages or disadvantages. In some cases, the methods of progress

from one responsibility to the next and the ways of securing promotion to succeeding steps may be singled out for discussion.

Some suggestions for reporting on biographies, which would apply equally well to "fictionalized" biographies, may be found in *Living Through Biography*, a teacher's manual for *The High Trail*, *Actions Speak*, and *Real Persons*, by Edwin Diller Starbuck (World Book Company, 1937). Other suggestions are given in Logasa's *Biography in Collections Suitable for Junior and Senior High Schools* (H. W. Wilson, 1940).

2. *Group Discussion.* If a class can be divided into groups according to interests, procedures which reading clubs follow can be used. After the group has discussed its own ideas about the book, they may compare their conclusions with those of other critically minded people by reading what the reviewers report in several publications, such as *The Saturday Review of Literature*, *Books*, and occupational indexes.

3. *Forum Discussion.* The assignment to read and report on a vocational book frequently needs variation to hold its appeal. A discussion planned around some central theme may furnish motivation for these reports.

Following is an example of a forum discussion, held in one of the author's classes. It is based on recent literary prizes and has proved to be a popular stimulation to the reading of biography and "career fiction," particularly books that show the struggles against adversity and disadvantage.

Books about businessmen, journalists, and other workers may be selected for review by the pupils interested in those special fields. The power of the books combined with the power of the interest in literary awards will incite continued reading on the part of many participants.

Notes and extracts to be used by students in their reports may be typewritten.

Discussion of Recent Literary Awards

Student Chairman of discussion group: John Finley, when president of the College of the City of New York, made this suggestion to the students at the beginning of every holiday period: "Take a long walk, read a good book, make a new friend." Writing about good books, Abbé Dimnet said in *The Art of Thinking:* "Do not read good books — life is too short for that — only read the best. And of those only read what gives you the greatest pleasure."

What are the best books? A glance at a list of the best sellers ten or twenty years ago discourages one from spending too much time reading the best sellers of today.

No committee unanimously agrees on a piece of literature. Judgments change according to time, place, and prevailing literary fashions. There is no absolute basis for tests of the best books, and people constantly disagree over matters of taste.

Many literary prizes are awarded each year by juries and judges whose training should make them capable of intelligent opinions. Reading lists composed of books that are selected by distinguished men of letters are felt to represent intelligent and distinguished judgment. Consequently, today's program has been planned on recent literary awards.

We have chosen for discussion several of the prizes and their donors. Each member of the group will give a short talk on one of the books or the men who conceived the ideas for these awards. The reviews are not meant to save you the trouble of reading the books, but are given to aid you in selecting books that you may like to read.

These books have been crowned by the laurel wreath as being "good." "Good for what?" may be answered in some of our later discussions. Books which have received the prizes will be on exhibition for your inspection at the close of the program.

Student B will report on the Nobel Prize, as recorded in *The Nobel Prize Winners in Literature* * and in *Nobel, Dynamite and Peace:* †

STUDENT B: The Nobel Prize has been the most coveted literary award in the world. The check for approximately $40,000 has been insignificant compared to the prestige and advertising value in forty-two nations.

(There followed a summary of Nobel's career ending with the following statement:)

When he died at the age of sixty-three, his large fortune of nine million dollars was willed as follows: "The interest accruing from my capital shall be annually awarded in prizes to those persons who shall have contributed most materially to benefit mankind during the year immediately preceding. The said interest shall be divided into five equal amounts to be apportioned as follows: one share to the person who shall have made the most important discovery or invention in the domain of physics; one in chemistry; one in physiology or medicine; one share to the person who shall

* Marble, Annie Russell. *The Nobel Prize Winners in Literature.* New York: D. Appleton, 1932.

† Sohlman, Ragnar, and Schuck, Henrik. *Nobel, Dynamite and Peace.* New York: Cosmopolitan Book Corp., 1929.

have produced in the field of literature the most excellent work of an idealistic tendency; and fifth, for the most effective work in the interest of international peace. . . . I declare it to be my express desire that in the awarding of prizes, no consideration whatever be paid to the nationality of the candidates; that is to say, that the most deserving be awarded the prize, regardless of national affiliation."

STUDENT CHAIRMAN: Madame Curie, as a young scientist, was aided by the award. She was twice awarded the Nobel Prize; in 1903 in physics; in 1911 in chemistry

The biography, *Madame Curie*, will now be reported on by Student C, who will quote some excerpts dealing with the requirements and early training of a scientist and will show her struggles in hurdling handicaps.

STUDENT C: [Review of *Madame Curie*, by Eve Curie.]

STUDENT CHAIRMAN: In 1930, Sinclair Lewis was the first American to be recognized by the Nobel Prize in literature. The citation on the diploma and medal awarded to him has been translated: "For his powerful and vivid art of description and his ability to use wit and humor in the creation of original characters."

Student D will comment on *Babbitt* and *Dodsworth*, giving some of the extracts concerned with the businessman, his interests, and his work.

STUDENT D. [Comment on *Babbitt* and *Dodsworth*.]

STUDENT CHAIRMAN: Student E will review *Arrowsmith*, quoting some passages dealing with the discussion of preparation and qualities required of a physician.

STUDENT E: [Review of *Arrowsmith*.]

STUDENT CHAIRMAN: Student F will report on the donor of the Pulitzer Prizes.

STUDENT F. To the average American, the Pulitzer Prize may mean just one more prize. To the European it stands for the best that America can produce.

The name of Joseph Pulitzer is illustrious in the annals of American journalism and the story of his career and his efforts to establish significant literary awards are as interesting as the prizes themselves.

Don C. Seitz, who was associated with Pulitzer during the last eighteen years of his life, has written the biography, *Joseph Pulitzer, His Life and Letters*,* from which the following is condensed. . . .

(A summary of Pulitzer's life concludes with the following statement:)

Pulitzer's will provided for a series of prizes in the interest of

* Seitz, Don C. *Joseph Pulitzer, His Life and Letters.* Simon and Schuster, 1924.

good newspaper work, letters, drama, art, and music, — there being five prizes in letters, five prizes in journalism, and five traveling scholarships in art, music, and journalism.

STUDENT CHAIRMAN: Student G will review the biography, *Joseph Pulitzer; Reminiscences of a Secretary*, written by Alleyne Ireland in 1914.* This book records the experiences of a secretary to Mr. Pulitzer and gives the requirements of a secretary to an editor as well as the qualifications of a secretary to a blind man. This is one of the few books which give information on the position of a secretary as held by a *man*.

STUDENT G: [Review of *Joseph Pulitzer; Reminiscences of a Secretary*.]

STUDENT CHAIRMAN: Students H, I, and J have chosen prize-winning books on which they will report the kinds of work or careers described. Student H has selected *John Hay* by Tyler Dennett, a biography of a man who began his career as a private secretary in the White House.

STUDENT H: [Review of *John Hay*.]

(Students I and J then present their reviews.)

STUDENT CHAIRMAN: The Business Book League, now disbanded, selected these books as outstanding business books of the year. Student K will tell us about two of them:

The Business Biography of John Wanamaker, by Joseph Appel
The Man With a Thousand Partners (J. C. Penney), by R. W. Bruere

STUDENT K: [Pupil gives brief review.]

STUDENT CHAIRMAN: The American Booksellers Association instituted the National Book Awards in 1936. A selected list of books is compiled by a central New York committee of seven members, revised by a national committee of fifteen booksellers in different cities, and judged by booksellers in all parts of the country. The award is an engraved bronze paper weight awarded annually for:

The most distinguished novel of the year
The most distinguished non-fiction of the year
The most distinguished biography of the year
The most original book of the year
The forgotten book (This award is made only when conditions justify it.)

Student L has considered some of these prize-winning books, and will review *The Citadel*.

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* Ireland, Alleyne. *Joseph Pulitzer; Reminiscences of a Secretary.* New York: Mitchell Kennerley, 1914. (Out of Print.) Reissued as *An Adventure with a Genius; Recollections of Joseph Pulitzer.* E. P. Dutton & Co., 1937.

STUDENT L: [Review given.]

STUDENT CHAIRMAN: Many readers testify to the influence of books upon their choice of work. Will these books have as much influence, do you think, as Burbank declared Darwin's book had upon him?

Luther Burbank in *The Harvest of the Years* says: "Right now I have in mind the influence on me of the greatest scientific thinker of our age — the man who changed the whole meaning and language of science, Charles Darwin. In Lancaster I had got hold of a book of his: 'The Variation of Animals and Plants under Domestication'; it opened a new world to me . . . While I had been struggling along with my experiments, blundering on half-truths and truths, the great master had been reasoning out causes and effects for me and setting them down in orderly fashion, easy to understand, and having an immediate bearing on my work! I doubt if it is possible to make anyone realize what this book meant to me . . ."

Andrew Carnegie was a telegraph messenger who later endowed the Carnegie libraries out of gratitude to the library of the man whose furnace he tended and who permitted him to use his library Rockefeller started as a clerk with a produce commission house and was paid fifty dollars for his first three months' work; John Wanamaker began as an errand boy and Thomas A. Edison as a train newsboy. They do not ascribe their inspiration or encouragement to the influence of the teacher or the school, but to the books and magazines which they happened to read.

To return to John Finley's pre-vacation counsel, "Take a long walk, read a good book, make a new friend," we hope that this discussion will not make you want to take a long walk, but that it will help you to read a good book, make a new friend.

Fiction for Oral or Written Reports

Except for the more recent publications, all of the following novels have been recommended by at least one authority on book selection. Those marked "L" are selected from Lingenfelter's *Vocations in Fiction* (1938). Those marked "H" are included in the one hundred books of vocational fiction listed by Elizabeth Hodges in "Library Service to Guidance Classes" in the *Wilson Bulletin*, November, 1940. "HS" indicates inclusion in the list of fiction recommended in the *Standard Catalog for High School Libraries* (Wilson, 1942). "A" indicates recommendation in the *A.L.A. Catalog*, its supplement, or the *Booklist*.

Advertiser

Brande, Dorothea. *My Invincible Aunt.* Farrar & Rinehart, 1938

A-L Ferber, Edna. *Personality Plus.* Stokes, 1914

Grumbine, E. Evalyn. *Patsy Breaks into Advertising.* Dodd, 1939

A-H Hutchinson, Dorothy D. *Nathalie Enters Advertising.* Little, 1939

Hutchinson, Dorothy D. *Nathalie Moves Ahead.* Little, 1940

Loring, Emilie. *As Long as I Live.* Grosset, 1937

McKay, Allis. *Woman About Town.* Macmillan, 1938

Banker

L Cohen, Octavus Roy. *Scarlet Woman.* Appleton-Century, 1936

L Kelland, Clarence Budington. *Gold.* Burt, 1931

L Kelland, Clarence Budington. *Hard Money.* Harper, 1930

L Kelland, Clarence Budington. *Jealous House.* Harper, 1934

L Lincoln, Joseph Crosby. *Aristocratic Miss Brewster.* Appleton, 1927

Bookseller

A-H-HS-L De Leeuw, Adele Louise. *A Place for Herself.* Macmillan, 1937

A-L Goudge, Elizabeth. *City of Bells.* Coward-McCann, 1937

A-H-HS-L Hess, Fjeril. *Sandra's Cellar.* Macmillan, 1934

HS-L Morley, Christopher Darlington. *Haunted Bookshop.* Doubleday, 1923

A-HS-L Morley, Christopher Darlington. *Parnassus on Wheels.* Doubleday, 1917

Business

L Bartlett, Frederick Orin. *Wall Street Girl.* Houghton, 1916

L Ferber, Edna. *Buttered Side Down.* Stokes, 1912

L Ford, Sewell. *Torchy.* Grosset, 1913

H-L Heyliger, William. *Silver Run.* Appleton, 1934

H-L Heyliger, William. *Steve Merrill, Engineer.* Appleton, 1935

A-HS Hilton, James. *Random Harvest.* Little, 1941

A-HS L Hobart, Alice Tisdale. *Oil for the Lamps of China.* Grosset, 1933

A-HS Hobart, Alice Tisdale. *Their Own Country* Bobbs-Merrill, 1940

A-HS-L Lawrence, Josephine. *Sound of Running Feet.* Stokes, 1937

A-HS-L Lewis, Sinclair. *Babbitt.* Harcourt, 1922

H-HS-L Raymond, Margaret T. *Linnet on the Threshold.* Longmans, 1930

A-H-HS Raymond, Margaret T. *Sylvia, Inc.* Dodd, 1938

A L Suckow, Ruth. *Cora.* Knopf, 1929

L Tarkington, Booth. *Young Mrs. Greeley.* Doubleday, 1929

Canning Industry Worker

L Beach, Rex Ellingwood. *Silver Horde.* Blue Ribbon, 1909

L Heyliger, William. *Silver Run.* Appleton, 1934

A-L Hull, Morris. *Cannery Anne.* Houghton, 1936

Caterer

L Burlingame, Roger. *Susan Shane.* Scribner's, 1926

Department Store Work

A Davis, Anne Pence. *The Customer Is Always Right.* Macmillan, 1940

L Fisher, Dorothy Canfield. *Homemaker* Harcourt, 1924

A-HS-L Goudge, Elizabeth. *A City of Bells.* Coward-McCann, 1936

L McCord, Joseph. *One Way Street.* Macrae, 1936

A-L Oliver, Jane, and Stafford, Ann. *Business as Usual.* Houghton, 1934

A-H-L Pennoyer, Sara. *Polly Tucker, Merchant.* Dodd, 1937

HS-L Raymond, Margaret Thomsen. *Linnet on the Threshold.* Longmans, 1930

L Roberts, Cecil. *Bargain Basement.* Appleton, 1932

A Runbeck, Margaret. *For Today Only.* Appleton, 1938

Editor and Publisher

Connolly, Vera. *Judy Grant: Editor.* (Magazine) Dodd, 1940

H Hall, Esther G. *Haverhill Herald.* Random House, 1938

H Heyliger, William. *Ritchie of the News.* Appleton, 1933

A-H Melcher, Daniel. *Young Mr. Stone, Book Publisher.* Dodd, 1939

Factory Worker

A-L Brody, Catharine. *Nobody Starves.* Longmans, 1932
A Douglas, Lloyd Cassel. *Invitation to Live.* Houghton, 1940
L Lindegren, Mrs. Signe. *Ingrid's Holidays.* Macmillan, 1932
A-H HS-L Raymond, Margaret Thomsen. *Bend in the Road.* Longmans, 1934

Fruit Growing Industry

H Means, Florence C. *The Singing Wood.* Houghton, 1938
H-L Medary, Marjorie. *Orange Winter.* Longmans, 1931

Manager of Apartment House

A-H HS Mallette, Gertrude E. *No Vacancies.* Doubleday, 1939

Manager of Broadcasting Station

A H-HS Wing, Paul. *Take It Away, Sam.* Dodd, 1938

Manufacturer

A-L Bentley, Phyllis Eleanor. *Inheritance.* Macmillan, 1932
A-L Ferber, Edna. *Come and Get It* Doubleday, 1935
A-L Hergesheimer, Joseph. *Foolscap Rose.* Knopf, 1934
L Kelland, Clarence Budington. *Dynasty.* Burt, 1929
A-L Leslie, Doris Oppenheim. *Full Flavour* Macmillan, 1934
L Maurois, André. *Bernard Quesnay.* Appleton, 1927
L Tarkington, Booth. *Turmoil.* Harper, 1915

Merchant

A Caudill, Rebecca. *Barrie and Daughter.* Viking, 1943
L Ferber, Edna. *Fanny Herself.* Stokes, 1917
L Peattie, Ella. *Lotta Embury's Career.* Houghton, 1915
L Poole, Ernest. *One of Us.* Macmillan, 1934
L Richmond, Grace Louise. *Twenty-fourth of June.* Blue Ribbon, 1914
Sprague, J. R. *Making of a Merchant.* Morrow, 1928

Oil Industry Worker

A-L Beach, Rex Ellingwood. *Flowing Gold.* Blue Ribbon, 1922
A-HS-L Ferber, Edna. *Cimarron.* Doubleday, 1930
L Sinclair, Upton Beall. *Oil.* Boni, 1927

Restaurant Manager and Stewardess Service

L Hurst, Fannie. *Imitation of Life.* Harper, 1933
L Kelland, Clarence Budington. *Roxana.* Harper, 1936
A O'Malley, Patricia. *Wider Wings.* Greystone Press, 1942

Salesman

L Dodge, Henry Irving. *Skinner's Dress Suit.* Houghton, 1916
L Ferber, Edna. *Buttered Side Down.* Stokes, 1912
L Ferber, Edna. *Emma McChesney & Co.* Stokes, 1915
A–L Ferber, Edna. *Roast Beef, Medium; The Business Adventures of Emma McChesney* Stokes, 1913
A Ferris, E. E. *Jerry Foster, Salesman.* Doubleday, 1942
A Meader, S. W. *Blueberry Mountain.* Harcourt, 1941
A–H–HS Thompson, Mary W. *Highway Past Her Door.* Longmans, 1938

Secretary

L Bottome, Phyllis. *Second Fiddle.* Appleton, 1917
L Ford, Sewell. *Torchy, Private Secretary.* Grosset, 1915
Gibbs and Adams. *Shirley Clayton, Secretary.* Dodd, 1941
A Jamieson, Leland S. *High Frontier.* Morrow, 1940
Hauck, Louise Platt. *The Little Secretary.* Dodd, 1942

Shipbuilder

A–L Blake, George. *The Shipbuilders* Lippincott, 1936
A–L Brace, Gerald Warner. *The Islands.* Putnam, 1936
A–HS–L Chase, Mary Ellen. *Silas Crockett.* Macmillan, 1935
L Du Maurier, Daphne. *Loving Spirit.* Doubleday, 1931
A–HS–L Hewes, Mrs. Agnes Danforth. *Glory of the Seas.* Knopf, 1934
A–L Jameson, Storm. *Lovely Ship.* Knopf, 1927
A–L Jameson, Storm. *Voyage Home.* Knopf, 1930
HS–L Meigs, Cornelia Lynde. *Clearing Weather* Little, 1928
A–HS–L Sperry, Armstrong. *All Sail Set.* Winston, 1935

Shipper

A–L Hawes, Charles Boardman. *Mutineers.* Little, 1920
A–HS–L Hewes, Mrs. Agnes Danforth. *Glory of the Seas.* Knopf, 1934
L Hobart, Alice Tisdale. *Pidgin Cargo.* Century, 1929
L Kyne, Peter Bernard. *Cappy Ricks.* Grosset, 1921
L Kyne, Peter Bernard *Go-getter.* Farrar, 1921
A–L Poole, Ernest. *The Harbor.* Macmillan, 1925

Stenographer

L Thomas, Jeanette. *Traipsin' Woman.* Dutton, 1933

Tearoom Manager

H Bacon, Josephine. *House by the Road.* Appleton, 1937
A H-HS Bianco, Marjorie *Other People's Houses.* Viking, 1939
L Parmenter, Christine. *Unknown Port.* Blue Ribbon, 1927

Poems Describing Occupations

At times, a story, biography, drama, essay, game quiz, or bulletin board may be the medium through which occupational information will be imparted. A versatile counselor will not overlook the occasional use of poetry.

A poem which not only describes an occupation but also discloses the character of the person engaged in it interprets that type of work very significantly.

A typewriting class may be given an assignment which utilizes poems describing occupations. When a class is completing a unit of work, pupils who finish two or three hours in advance of the others may be asked to prepare an "Occupational Design" page for the bulletin board. An occupational poem and a typed design illustrating the worker should be arranged attractively on the page, size 8½ by 11 inches, with an artistic border typed around the page. Red and black typewriter ribbons will permit the use of color in the illustrations.

The bulletin board display of these odes to occupations will call attention to the dignity of work, to the variety of work, and to the fact that contemporary poets find many themes in occupations. One perceives that a poem has a charm and power all its own. As the poet, Arthur O'Shaughnessy, wrote:

We are the music makers
And we are the dreamers of dreams . . .
Yet we are the movers and shakers
Of the world for ever, it seems.*

The poem and occupational design page may constitute the title page of the vocational essay written later in the year.

Verses describing workers may be found in many long poems.

* Stevenson, B. E. *The Home Book of Verse.* "Ode." P. 3128. Holt and Co. 1926.

Eleanor Lewis has selected and classified 250 poems dealing wholly or in large part with particular occupations or with various aspects of the working life, under 75 occupational titles, in [7] "Odes to Occupations."

Some poems which relate to business and clerical occupations are listed below:

POEMS ABOUT WORKERS

Business and Clerical Workers

"Advertisement," Alfred Kreymborg. Untermeyer, *Modern American Poetry*, pp. 339, 397. (1930.)

"The Auctioneer," William Carnie. *Northern Muse*, p. 234.

"Business Men," Ch'en Tzu-and (A D. 656–698). Eunice Tietjens, *Poetry of the Orient*, p. 207.

"Camron, The Indian-Trader," Lew Sarett. Lew Sarett, *Slow Smoke*, p. 91.

"A Clerk of Oxenford," Geoffrey Chaucer. Briggs, *Great Poems of the English Language*, p. 17.

"In a Restaurant," Wilfrid Wilson Gibson. Greever and Bachelor, *Soul of the City*, p. 162.

"In the Office," Simon Barr. Greever and Bachelor, *Soul of the City*, 1923, p. 30. (Typist.)

"The Iron-Founders and Others," Gordon-Bottomley. *Oxford Book of Victorian Verse*, p. 984. (Mill Owners.)

"The Messenger Boy," Charles Hanson Towne. Greever and Bachelor, *Soul of the City*, p. 113.

"The Telegraph Boy," Edward Shillito. Greever and Bachelor, *Soul of the City*, p. 193.

Factory Worker

"The Factories," Margaret Widdemer. B. E. Stevenson's *Home Book of Verse*, p. 3057.

"The Flower Factory," Florence Wilkinson Evans. Greever and Bachelor, *Soul of the City*, p. 128.

From "The Factory," Letitia E. Landon. Markham, *English Verse*, v. 2, p 1748

"The Shoe Factory, Song of the Knot-tier," Ruth Harwood. B. E. Stevenson's *Home Book of Modern Verse*, p. 771.

"The Time-Clock," Charles Hanson Towne. B. E. Stevenson's *Home Book of Modern Verse*, p. 769.

Sales Worker

"The Charcoal Seller," Po Chu-I. A. Waley, translator. *170 Chinese Poems*, p. 137.

"The Curb-Brokers," Florence Wilkinson Evans. Greever and Bachelor, *Soul of the City*, p. 250.

"Delicatessen," Joyce Kilmer. Greever and Bachelor, *Soul of the City*, p. 165. (Dealer.)

"The Drug Store," Eunice Tietjens. Untermeyer, *Modern American Poetry*, pp. 350, 407. (1930.)

"The Drug Store," John V. A. Weaver. B. E. Stevenson's *Home Book of Modern Verse*, p. 761. (Pharmacist.)

"Fleet Street," Shane Leslie. Untermeyer, *Modern British Poetry*, p. 279 (Newsboy.)

"Lavender's for Ladies," Patrick R. Chalmers. B. E. Stevenson's *Home Book of Modern Verse*, p. 415

Market Women's Cries: "Apples, Onions, Herrings," Jonathan Swift. Padraic Colum, *Anthology of Irish Verse*, p. 31

"The Milliner's Apprentice," Florence Wilkinson Evans. Greever and Bachelor, *Soul of the City*, p. 172.

"To a New York Shop Girl Dressed for Sunday," Anna Hempstead Branch. B. E. Stevenson's *Home Book of Verse*, p. 3021.

"Pawnbrokers," Marguerite Wilkinson. B. E. Stevenson's *Home Book of Modern Verse*, p. 755.

"A Pedlar," Anonymous. *Oxford Book of English Verse*, 1925. P. 89.

"The Peddler," Hermann Hagedorn. Greever and Bachelor, *Soul of the City*, p. 49

"Servant Girl and Grocer's Boy," Joyce Kilmer. Greever and Bachelor, *Soul of the City*, p. 66.

"A Song for Grocers," Sherard Vines. Braithwaite, *Book of Modern British Verse*, number 69.

"The Ticket Agent," Edmund Leamy. B. E. Stevenson's *Home Book of Modern Verse*, p. 373

"The Ticket Seller," Archie Austin Coates. Greever and Bachelor, *Soul of the City*, p. 320.

"The Travel Bureau," Ruth Comfort Mitchell B. E. Stevenson's *Home Book of Modern Verse*, p. 373.

Variety of Occupations

"Carol of Occupations," Walt Whitman, *Leaves of Grass*, 1922. Pp. 67-75.

Poems as Discussion Topics

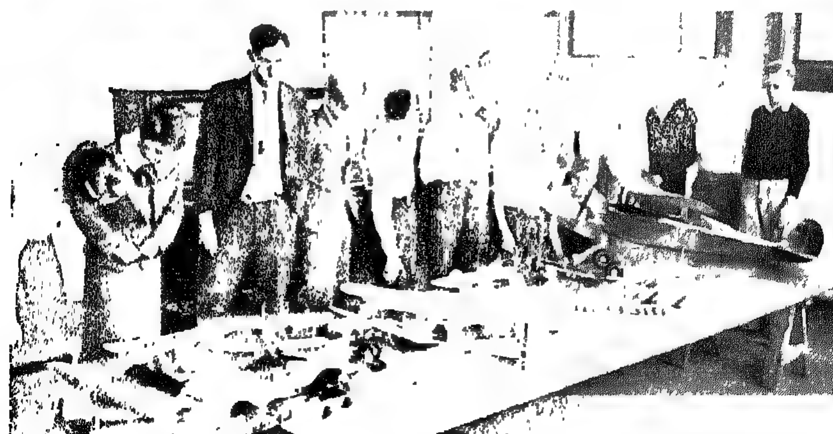
Another interesting use of poems is to suggest them as discussion topics for groups. A class may be divided into several discussion groups. All groups may be given copies of the same poem and after a specific time for group discussion, each chair-

26. Special abilities and interests in mathematics are discovered by a Christmas tree model project. Forest Park High School, Baltimore. (P. 145)

27 (below) Project constructed by solid geometry classes encourages self-activity, gives varied experiences in use of higher mathematics, and helps pupils discover vocational interests, capacities, and limitations. Forest Park High School, Baltimore. (P. 145)







28, 29 and 30. Community organizations display leisure-time interests at high school Hobby Show: Town and Country Club, needlecraft; Garden Club, rock garden, Kiwanis Club, model airplanes. West Bend, Wisconsin. (P. 149)

man may report to the class on a summary, corroborating incident, or opinion expressed. For another class period, pupils may be asked to volunteer to lead the various types of discussion: panel discussion, forum discussion, symposium, debate, committee discussion, informal group discussion, colloquy, open forum discussion, colloquium, or radio discussion. Each pupil leader may select his participants and each group may select its topic dealing with personal relations, business behavior, or career planning. Poetry such as the following may be suggested as the springboards from which each one launches into the discussion:

> When we mean to build,
> We first survey the Plot, then draw the Modell
> And when we see the figure of the house,
> Then must we rate the cost of the Erection,
> Which if we find out-weighs ability,
> What doe we then, but draw a-new the Modell
> In fewer Offices (Or at least desist
> To build at all)?
>
> — *William Shakespeare*

> Lose this day loitering — 'twill be the same story,
> Tomorrow — and the next more dilatory.
> Then indecision brings its own delays,
> And days are lost lamenting over days.
> Are you in earnest? Seize this very minute —
> What you can do, or dream you can, begin it.
> Courage has genius, power and magic in it —
> Only engage, and then the mind grows heated,
> Begin it and the work will be completed.
>
> — *Goethe*

> The heights by great men reached and kept
> Were not attained by sudden flight,
> But they, while their companions slept,
> Were toiling upward in the night.
>
> — *Longfellow*

Some pupils may be encouraged to insert some original verse into their art-typing design. In a class in occupations at the Youth Center, Teachers College, Columbia University, one of the author's pupils presented the poem on page 206 the day following the viewing of the film, *I Want a Job*. Pupils had been asked

to express in verse some feeling they had experienced since the summer classes began.

UP ON TOP

There is your goal
  Up on top
Start to climb
  Don't you stop

Don't look back
  Stay steady and true
Don't lose your grip
  That will never do

You're almost there
  Just a bit to go
You'll make the top
  You will, I know

There you are
  Right on top
Yes, you started climbing
  And you didn't stop

Gwyn Thomas, Age 15
Youth Center, July 1943

ASSIGNMENTS FOR PUPILS

1. Composing directly at the typewriter, summarize the information gleaned from a biography or "career fiction" on one of the topics given below. During the last ten minutes of the class period, form discussion groups of those who selected each of the major headings. Choose a group chairman or moderator and plan to present a brief panel discussion to the class on the following day.

I. *Selection of Career*

(*a*) What was the most influential factor leading to the choice of lifework?

(*b*) What experience definitely guided this person's interest toward a life-long study of what became his vocation?

(*c*) Which biography tells about the first evidences of interest in a certain vocation? Compare with recollections of your experiences.

(*d*) In which biography was it a chance occurrence that aroused

the interest which led to pursuit of a vocation? Are chance happenings usually a good basis for vocational choice?

II. *Preparation*

(*a*) Describe the educational experiences which directed this person toward his career?

(*b*) How does the present training for this occupation differ from that described in the book? Explain the difference by quoting from college catalogs.

(*c*) Where in your state may young people pursue the study described in this person's education and training?

(*d*) What further study and training were pursued in later years after entrance into the occupation?

(*e*) Describe his methods of study and methods of work; show how they contributed to his advancement.

III. *Requirements*

(*a*) What personal qualifications contributed to his success?

(*b*) What qualities of character and personality are demonstrated in his early struggles?

(*c*) How did his eagerness and determination to learn help him to achieve his objectives?

(*d*) What qualifications are recommended for satisfactory pursuit of this vocation?

IV. *Progress*

(*a*) Describe his struggles against obstacles standing between him and his goal.

(*b*) Describe his plans to overcome his weaknesses.

(*c*) What element in his occupation gave him the greatest satisfaction? What regrets did he express for having entered this type of work?

(*d*) Outline the promotional steps taken by this individual

2 Plan a panel discussion around some central theme such as the one described on pages 193–197, including reports of recent books of fiction.

3. Read a book of fiction depicting an occupation of interest to you and prepare a report similar to one suggested on pages 176–182.

4. Combine a poem describing an occupation with a typed design and arrange an artistic typewritten border around the page.

SELECTED REFERENCES

1. BYNUM, RUTH. "Bibliography of Occupational Fiction for Junior High School Readers." *English Journal*, pp 678–81. October 1938.

2. Fosse, Agatha R. "Vocational Reading in Remedial English." *English Journal*, pp. 738-47. November 1939.
3. Herbert, Louis. "Graded Readings on Occupational Life." *Occupations, the Vocational Guidance Magazine*, pp. 127-9. November 1941.
4. Hodges, Elizabeth. "Library Service to Guidance Classes." *Wilson Library Bulletin*, pp. 250-5. November 1940.
5. Kueler, Ruth. "Occupational Information in Simple Form." *Occupations, the Vocational Guidance Magazine*, pp. 586-91. May 1942.
6. Law, Margaret H. "Pleasure Readings in Vocations." *Wilson Bulletin for Librarians*, pp. 426-427. February 1939.
7. Lewis, Eleanor. "Odes to Occupations." *Occupations, the Vocational Guidance Magazine*, pp. 334-343. January 1935.
8. Lingenfelter, Mary R. *Vocations in Fiction: An Annotated Bibliography*. American Library Association. Second Edition, 1938.
9. Morgan, Vera E. *Vocations in Short Stories*. American Library Association, 1938.
10. Zapoleon, Marguerite, and Moore, Louise. "Occupational Biographies and Fiction." *References and Related Information*, pp. 73-85. U.S. Office of Education. Supt. of Documents, 1941. 25¢

INVESTIGATING SPECIFIC FIELDS OF WORK

Giving Pupils a Mastery of Techniques to Be Used in Investigating Occupations

AFTER making preliminary surveys of the wide range of occupations and acquiring information concerning several of them, each pupil should be encouraged to investigate very thoroughly some specific fields that he is considering favorably.

The career conference helps to inform pupils about some of the occupations in which they express interest. They may learn of the requirements and possibilities of others by wide reading. At the same time, they will become acquainted with sources of authentic and up-to-date information for later reference and learn to use the guides to vocational literature.

After the selection has been narrowed down to two or three vocations, an intensive investigation should then be made of one which the pupil considers a satisfactory choice. After investigating the occupation, he must also analyze his physical capacities, his intellectual grasp, his economic resources, and his tastes, so as to rule out any occupation in which he would not be successful and happy.

The intensive study will include making personal contact with officials and workers in industries and businesses; watching the worker on the job and asking him questions; reading books, pamphlets, magazines, and other printed information; utilizing radio broadcasts and motion pictures and lectures; and interviewing vocational counselors, teachers, advisers, workers, family, and friends. This written report also will include obtaining information one should consider in choosing an institution offering further training, requirements for earning scholarships, qualifications for college entrance, and other data which will aid in planning wisely one's educational program.

XIV

Acquainting Pupils With Printed Information Regarding Specific Occupations

ONE of the principles of vocational guidance is that the counselor or teacher does not determine for the pupil what occupation he shall enter, but that he gives him sources of reliable information upon which he can base his own choice. The teacher of business subjects can give pupils the opportunity to become acquainted with reliable sources of occupational information, to develop skill in using these sources, as well as to acquire proficiency in judging their reliability. These materials can be used to survey a number of different vocations, to investigate specific fields of work, and to compile reading lists.

To acquaint pupils with sources of information regarding occupations, and to develop in them the technical skill to find, use, and organize information that the library affords, the ingenious teacher will encourage classes to: (1) compile reading lists from indexes and bibliographies; (2) compile a bulletin board list of best books; (3) procure pamphlets selected by students; (4) keep a card file of student opinions of books; (5) prepare book posters; and (6) compare published book reviews.

1. Compile Reading Lists From Indexes and Bibliographies

The school program of imparting information about occupations should introduce the youth to sources of new and current materials and to methods of inquiry, scrutiny, and authentication. And it should do more than that. It should acquaint him with the indexes and guides which will annotate and describe the recommended publications of a future date, when he may be coping with occupational problems. Continuous information about the changing world of work is indexed monthly by agencies which recommend the best current information about occupations, and pupils should be familiar with these indexes, for both present and future use.

An instructor may well bring these guides to occupational materials into the classroom, for rotation, on the days when pupils are asked to compile reference lists for future reading. A class of

thirty pupils would require thirty references. By proper distribution of the guides and the request that each pupil pass his to his neighbor at five-minute intervals, each one will have an opportunity to examine the contents of all of the reference books and at least one issue of each current index. Afterwards, the material may be consulted in the library.

An annotated list of forty-nine bibliographies on occupational information has been compiled and distributed by the Occupational Information and Guidance Service of the U.S. Office of Education, Washington, D.C. Some of the most useful references are given at the end of this chapter.

2. *Compile a Bulletin Board List of Best Books*

The preceding exercises acquaint the pupil with the indexes which refer him to the books and magazines in which he may find information about specific occupations. Now some purposes are devised to induce him to read the printed material.

A class may find it profitable to prepare a list of "best books" which are available in the school and city libraries on the occupations represented in the state. Each of the "Occupational Outlines on America's Major Occupations" * contains a selected list of references on the one hundred occupations in which three fourths of our working population engage. The pupils, however, may be asked to select the best books which their libraries own on vocations of interest to them. Each year new books make their appearance; each year the class may prepare special lists for bulletin board displays and revise the list for recommendation to their friends.

An excellent bulletin board list of books about vocations was arranged through the co-operation of the Pittsburgh Public Schools and the Pittsburgh Public Library in 1939. This can be obtained from the office of the school superintendent for ten cents. Students can study this list or a similar compilation and express their opinions for an up-to-date class list for the bulletin board.

One of the purposes of using these vocational books is to acquaint pupils with the possibilities for future use and to encourage them to keep abreast of the current publications. By doing so, it is hoped that they will discover for themselves the value of books so well expressed in "What Books Can Do For Us" by

* Published by Science Research Associates, 1940.

Ralph Waldo Emerson: "Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries in a thousand years have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age . . ." How, except through books, would one know the struggles and aspirations of Madame Curie, Luther Burbank, Joseph Pulitzer, John Wanamaker, Marshall Field, Alexis Carrel, William Steinmetz, Helen Keller, William Knudsen?

The evaluation of books for a list of this nature often intrigues pupil interest and assists in creating permanent reading interests.

3. *Procure Pamphlets Selected by Students*

Asking students to select and contribute some free or inexpensive pamphlets to supplement the library or classroom file induces them to investigate available printed information, to examine it critically, and to become aware of the vast amount of literature describing vocational life. Students assume a personal interest in evaluating the material when it arrives in their own mailboxes.

If students feel the need for procuring reliable up-to-date leaflets or pamphlets, they will use the indices more intelligently and they will remember where they may be found.

In some schools, each homeroom group selects a subject on which to collect and contribute current published material to supplement the occupational file. (See pages 101–102.)

4. *Keep a Card File of Student Opinions of Books*

Since the publication of Parker's *Books About Jobs*, which contains annotations of 8,000 books, a rapidly increasing number of vocational books have appeared. Many of these books, written by men and women who have made their way in their chosen fields, offer an insight into working conditions, character and training requirements, objectives, and rewards. Emphasis is seldom laid wholly upon material success, and if some books are perhaps somewhat over-optimistic in tone they give courage and stimulus to a generation which may justifiably feel somewhat be-

wildered. If, also, there is in the average book of this type little stress upon plot and individual character development, there is often a fine regard for human relationships and for the necessity of a generous and high-minded outlook upon a world of co-workers.

Some classes may respond to the suggestion that they keep, as part of a classroom library, a card file of student opinions of these books. This file can be used as an interesting guide in the selection of books to read, especially in connection with books of a general nature, such as preparation for the job or personal development. Though the informal reviews should give the central idea, unifying thought, or distinctive quality of the book, together with the student's reaction to it, spontaneity rather than formality should be encouraged. The writer has a file of several thousand of these student comments which frequently serve as a stimulus to other readers. Cards 5" by 8" are used. The following is an example:

BOOK: *She Strives to Conquer* STUDENT: Leola Meuschke
AUTHOR: Frances Maule Senior, May 1936

I had often heard about the book, *She Strives to Conquer*. It was being discussed in shorthand and typing classes and the book cover was posted on the bulletin board under a caption indicating that it was an exceptionally good book for the younger generation who were looking for jobs

Curiosity seized me, and I decided to discover for myself if this was really true. So I went to the library and walked to the vocational guidance bookshelf, but there was no sign of it around. This happened several times and I thought to myself that it must be up to the standard as advertised or it wouldn't be in circulation so much.

Well, I finally got my hands on it and read it, and now I am thoroughly convinced that it is one of the best business books I have ever read. It tells you what to do and when, and it even gives illustrations to make it easier to understand. It is not a book that contains ideas based on old-fashioned modes of business, but on the present-day requirements of the hard-boiled business world.

The name, *She Strives to Conquer*, is a good one because the book tells what is needed by a girl who is honestly striving to get ahead. I am not sorry that I spent so much time and effort in trying to get the book, because I feel that I have profited greatly by reading it.

(Signed) *Leola Meuschke*
Senior, West Bend, Wis., H.S.

5. *Prepare Book Posters*

As the books are being read and discussed, pupils like to share with others their individual opinions. A device for instigating this expression as well as for the encouragement of further reading is to ask groups to prepare book posters. The library may be willing to furnish the cardboard and the book jackets in return for the posters after the class has used them. If the library owns the books but cannot supply the jackets, the publishing companies will often furnish duplicates for school displays. The supply house from which the school orders its books often will furnish extra placards and display materials for this kind of project. After local bookstores have used the illustrative window and counter display material on current books, they are usually willing to give them to pupils seeking material for school posters.

If the posters are prepared prior to a Book Week Exhibit or an assembly program on books or an open house night when visitors are expected in the classrooms, an added incentive is offered.

For these posters, students are urged to use only the jackets of books they have read and are willing to recommend to their classmates. Some pupils may prepare individual posters, while others will help with group posters calling attention to several books. Some may choose to illustrate these with pen sketches or magazine illustrations, adding display lines and descriptive publicity. (See Illustrations 15 and 42.)

The color of the poster mounting should be sufficiently dull to emphasize the pictures displayed. It should also echo or repeat one of the dominant colors in the pictures. It should be within range of the picture — not lighter than the lightest area nor darker than the darkest spot. (See *The Beginnings of Art in the Public Schools.**)

Many of the book jackets are very attractive and colorful. Several covers artistically arranged on a harmoniously colored cardboard make an arresting display. Rows of posters may be hung from a wire strung across the room, using bulldog clips or champion window hooks for the heavier ones and gem paper clips for light ones.

If the posters contain announcements of books published dur-

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* Mathias, Margaret E. *The Beginnings of Art in the Public Schools*, p. 92. New York: Charles Scribner's Sons. 1924.

ing the current year, upper classes will be reminded that new books have appeared since they worked on a similar project. Inasmuch as the aim of this project is to acquaint pupils with a wide range of occupational activities as well as to make an intensive investigation, some wide reading can be stimulated.

After the class has used these posters, the libraries and other classrooms will welcome them as fresh bulletin board material. Eye-catching posters tempt the visitor to stop and browse and read.

The group posters might be titled according to subject fields: "Vocations in Science," "Vocations in Agriculture," "Working with Words," and so forth. An advantage of group posters labeled "Vocations in Fiction," "Vocations in Biography," or "Choosing Your Vocation" is that book covers may be changed weekly to give both variety and timeliness.

Some classes of business subjects may arrange for an exchange of displays made by several departments. For example, the school library, public library, the principal's office staff, the accounting and stenography departments may each assume the responsibility for preparing one bulletin board, shelf, or table display, completing it by a certain date, ready to circulate. The exchange of exhibits is a time saver for each group, which plans one but receives several.

A co-operative display is worth while. To the student it is an aid in book selection; to the library it is favorable publicity; to the librarian it is economy of effort. To the counselor it achieves the objective of disseminating information about many occupations.

6. *Compare Published Book Reviews*

After compiling a list of books on a subject, or after reading several, one may wish to ascertain which one is considered the most authentic.

Some books on occupations are of more value than others. The Occupational Research Section of the National Vocational Guidance Association published the criteria which should characterize a good occupational description, under the title, "Distinguishing Marks of a Good Occupational Monograph," in the November 1939 issue of *Occupations, the Vocational Guidance Magazine.* These criteria may be applied to the books in order to

evaluate the occupational material, but it would be necessary to read the books.

The reviewers of the research studies usually indicate in their annotations in the indexes and bibliographies whether or not the publication has an unbiased, accurate presentation and a scientific approach. The Science Research Associates, located in Chicago, review the current literature dealing with occupations and describe the items they consider best in their *Vocational Guide* each month. The research staff of Occupational Index, Inc., in New York City, recommends those that merit their approval. *The Booklist* of the American Library Association, published monthly in Chicago, annotates books of its choice. Many educational journals comment on new books that give information about occupations. If several of these, located in different parts of the country, give a favorable review as a recommendation for book purchase, the chances are that a publication meets the criteria for authenticity.

Stimulating Use of These Materials

The real value of material about occupations will depend on its use. Special attention is given in various parts of this book to the use of biography, "career fiction," book reviews, book posters, exhibits, displays, and other means designed to encourage interest in reading. Consequently, only the occupational alcove and the vocational book fair will be considered here.

Occupational Alcove or Career Corner

In an effort to make information about occupations easily accessible, many libraries have installed vocational bookshelves, "career corners," or vocational guidance alcoves. The Public Library of New York City has established in its 58th Street Branch an occupational center in which are assembled 600 volumes and several hundred pamphlets giving information about occupations.

In Junior College, Compton, California, low counter-height shelves and vertical files have been placed so as to enclose one corner of the main reading room to form a vocational guidance alcove. In this alcove may be found comfortable seating and browsing facilities to stimulate the reading of the vocational books, pamphlets, clippings, and college catalogs. Clippings are mounted

on uniform pages and arranged alphabetically in manila folders in the vertical files.

In the public libraries in Detroit, Michigan, and in West Bend, Wisconsin, special corners were allocated to vocational materials contributed by Zonta and the Business and Professional Women's Club. Both corners also contained files of clippings, pamphlets, college catalogs, and school yearbooks. These alcoves also may give space to placards, posters, and notices attracting attention to recent vocational materials.

The Vocational Book Fair

A book fair of vocational and avocational books combines the good features of the poster, book exhibit, co-operation with the library, and stimulating the use of occupational material.

A vocational book fair may be a venture of the homerooms, each homeroom choosing one occupation around which to build an exhibit, or a project of the hobby and extracurricular groups, or an undertaking of both school organizations and school subject classes. If the entire school cannot be included, the Future Business Leaders of America may formulate the plans in co-operation with the library.

Pupils should be given charge of the rooms and alcoves and should exhibit only those books which give authentic information. Pupils' investigations as to which books are available, which may be purchased, and which contain reliable and up-to-date information will result in an acquaintance with the literature. These pupils on the committees will then recommend the books they have chosen to display and will induce others to read them.

Pictures, curios, collections, or display articles will aid in attracting attention to the books. Biographies and vocational fiction will be included in the vocational categories.

The campaign may be started by sending a notice to each group:

> For the last meeting of the hobby groups and school organizations on ——, the High School Library and the Vocational Guidance Student Chairmen would like to hold a Vocational Book Fair.
>
> Would your group wish to co-operate by arranging a bulletin board and shelf display, a table or a booth for exhibits, and by providing a committee of pupils to take charge of the rooms at various times?
>
> Please reply by ——, so that we may have a meeting to formulate

plans. If you are willing to co-operate, please send the names of the teacher and three pupils to represent your group, club, or class.

Also, please give the name of the vocation or avocation about which you will assemble the reliable and up-to-date books.

If the library is in need of up-to-date books, groups may volunteer to purchase them. Local clubs or individual school patrons may donate some new books to promote interest in a vocational book fair and to co-operate in supplying current occupational information.

When the new occupational books are catalogued for the library, they could be shelved according to vocation, if the letter V preceded the regular Dewey decimal classification numbers and all V books were placed in a vocational alcove or special section.

The library is the hub of the vocational information wheel. But since the habit of research grows slowly, it is not enough that a library possesses authentic current books and pamphlets; the pupils must be directed to them, invited to use them, and incited to read them. Hence the need for bibliographies, leaflets, annotated book lists, book reports, posters, reviews, book clubs, new book shelves, bulletin board displays, and other forms of visual aids. These devices mark an active vocational guidance program which acquaints pupils with sources of printed information regarding occupations.

ASSIGNMENT FOR PUPILS

1 For an occupation that you are at present considering as your second or third choice, prepare a bibliography of references for future reading, alphabetically arranged and classified according to the illustration given below. If an index contains no references to the subject you select for investigation, write the words "No reference" in the appropriate column. If the items are described or annotated, star those you think you would like to read. For example:

REFERENCES ON NURSING FOR FUTURE READING

Books — Non-Fiction

Brown, Esther Lucile	*Nursing as a Profession.* Russell Sage Foundation (Second Edition), 1940
Klinefelter, Lee M.	*Medical Occupations for Girls.* Dutton, 1939
Keliher, Alice, ed.	*Nurses at Work.* Harper, 1939
Sutherland, Dorothy	*Do You Want to Be a Nurse?* Doubleday, 1942

Fiction

Boylston, Helen D.	"Sue Barton" Series. Little, Brown, 1936–1941
Deming, Dorothy	"Penny Marsh" Series. Dodd, 1938–1940
Deming, Dorothy	*Ginger Lee: War Nurse.* Dodd, 1942

Biography

Cook, Sir Edward.	*The Life of Florence Nightingale.* Macmillan, 1942
Duffus, Robert L.	*Lillian Wald, Neighbor and Crusader.* Macmillan, 1938
Williams, Blanche C.	*Clara Barton: Daughter of Destiny.* Lippincott, 1941

Magazine Articles

Detmold, Mabel	"The Office Nurse." *American Journal of Nursing*, August 1935
Keefe, Maxine Schram	"Nursing in the Skies." *Public Health Nursing*, March 1940
Swanson, Marie	"What Does a School Nurse Do Anyway?" *American Journal of Nursing*, September 1939
Washburn, Helen	"So You Want to Be a Nurse." *Good Housekeeping*, April 1940

Pamphlets

"Facts About Nursing." The Nursing Information Bureau of the American Nurses' Association, 1790 Broadway, New York City, 1942. 25¢

"How to Become a Nurse." National Nursing Council for War Service, 1790 Broadway, New York City, 1943 Free

"Nursing as a Career." A loan packet which may be borrowed for two weeks from Information Exchange, U.S. Office of Education, Washington, D.C., 1942. Free

"Nursing as a Profession." Institute for Research, 1936.

"Nursing." Morgan Dillon Series, 1939.

"Professional Nursing and Auxiliary Services." The Nursing Information Bureau of the American Nurses' Association, 1790 Broadway, New York City, 1943. 25¢

After the bibliography is prepared, consult the card index of the school or the public library and check the items which are catalogued.

If there is a scarcity of material in your library on the subject selected, the librarian may arrange for an inter-library loan or order

additional material for the library. Copy the name of book, author, publishing company, date of publication, and price, from the bibliography which you have completed, giving, if possible, a brief description of it and your reason for wishing to read it. Give this to the librarian, who may be able to include it in a book purchase order.

If you would like a career book on some subject not already covered, write your request briefly to the editor of one of the career series listed on pp. 422–423. It may not be possible to publish all the books requested, but the editors give consideration to all suggestions. Do not expect a personal reply to your letter, but if your suggestion results in a career book on your preferred vocation, you will doubtless be informed about it.

2. Prepare a list of current biographies about a worker in some vocation you are considering. Add to it any biographies on that subject in the 1937 classified list of 254 biographies in *I Find My Vocation* and other available sources, such as *Current Biography.*

If your library contains the monthly publication, *Current Biography,* you will find the persons whose biographies are listed, arrayed by occupation on the front cover. Following the sketch in the contents of *Current Biography* you will find references to magazine and newspaper articles and books that are of an autobiographical or biographical nature. Thus in the November 1940 issue a two-page biographical sketch of Thomas John Watson, President of International Business Machines Corporation, is followed by eight references.

3. *White's Conspectus of American Biography* arranges the names included in the *National Cyclopaedia of American Biography* in chronological rather than in alphabetical arrangement in order that the contemporary celebrities of any given period may be ascertained and a consecutive history of any movement traced. For instance, the list of three hundred explorers begins with Christopher Columbus in 1492 and ends with Richard Byrd in 1925. Only highly specialized vocations are included in this cyclopaedia. For some special occupation, list an outstanding leader for each century. In the *Cyclopaedia of American Biography,* refer to the pages indicated in the conspectus and find in what respects these leaders were pre-eminent.

4. Prepare a poster which informs others about the merits of some specific vocational book you have read and can recommend.

5. Prepare a class chart on "Present Day Opportunities — With Reading References" for the one hundred occupations in which members of the class may be engaged at some future time. Include only books, pamphlets, and magazine articles which you have examined and found useful. List the best references for each occupation. Each member of the class may be responsible for three or four occupations; for example:

Radio

Arnold, Frank A	*Do You Want To Get Into Radio?* F. A. Stokes Co., 1940
Bartlett, Kenneth G., and Miller, D. W.	*Occupations in Radio.* Science Research Associates, 1940.
Carlisle, Norman V., and Rice, Conrad C.	*Your Career in Radio.* E. P. Dutton & Co., 1941
DeHaven, Robert, and Kahm, Harold S	*How to Break Into Radio.* Harper & Brothers, 1941.
Heyliger, William	*You're On The Air.* D. Appleton-Century Co., 1941.
Hornung, Julius L.	*Radio As A Career.* Funk & Wagnalls Co., 1940
Morgan-Dillon Series	*Radio and Television,* 1940.
Schechter, A. A.	*Go Ahead, Garrison.* Dodd, Mead & Co, 1940.
Schechter, A. A.	*I Live On Air.* F. A. Stokes Co., 1941.
Wing, Paul	"*Take It Away, Sam!*" Dodd, Mead & Co, 1938.

6. Each class member is requested to select and contribute three pamphlets or magazine or newspaper clippings to the library vocational file. Select material which the file does not contain. To prevent duplication in ordering, place in the folder the name of any pamphlet or clipping you decide to secure; use the following form:

Author	Name of Pamphlet	Publisher	Date	Price

When the material is received, read it carefully, examine it critically, and consult with others to determine whether it will make a worth-while addition to the collection. So that others may confer with you about your choice of reading material, place on the back of it·

"Selected and Presented by ____________ ____________"
Name Date

You will find free and inexpensive materials listed in issues of both the *Vocational Guide* and *The Occupational Index.* Pamphlets published before 1938 are listed in Wilma Bennett's book, *Occupations and Vocational Guidance.* An abundance of interesting data on many subjects may be found in current newspapers and magazines.

If you send for free material, explain in your letter the use you expect to make of it. As agencies distributing free material are usually interested in the ways young people use it, they will appreciate a clipping from your school paper describing one of your vocational

guidance activities. Some agencies that do not donate their publications to out-of-state agencies will gladly do so in exchange for usable suggestions or publications.

7. Compare the reviews from several sources of two books that you have read or are considering reading Note the date of publication and refer to indexes published after that date. For example:

REVIEWS OF *Vocations for Girls*, by Lingenfelter and Kitson.
Harcourt, Brace and Company, 1939

Vocational Guide, January 1940:

A realistic and comprehensive picture of women's place in the occupational world . . . The book has an extensive bibliography for further reading on various occupations for women.

Occupational Index, October 1939:

Brief chapters, each covering nature of the work, qualifications, training, earning, number of workers and distribution by sex, employment opportunities, advancement, and related questions, in the following fields . . . General chapters on choosing a career, entering, and advancing in it.

Wisconsin Library Bulletin, December 1939:

The aim of this book, as explained in the preface, is "to help young women of this generation to obtain a vision of the multitude of occupations open to them; to discover the characteristics they should possess for the particular fields: the steps they should take in preparing for various types of careers; the rewards they may expect." Thirty-four occupations and professions are described. Reading lists and an index are features of the book. It will find use in schools where vocational guidance is carried on, and also for the individual girl or woman who wants practical information about fields of work.

Vocational Guidance Digest, June 1940:

Since most compilations of occupations for girls tend to deal chiefly with the professions, clerical work, and home economics, these authors have striven to include other fields and group them according to the intensity of competition to be expected from men. They further emphasize work with machines, with the hands, work in government and private enterprise. "Household employment," not "servant work," is depicted from only the most pleasing angle where there is regulation of hours and duties. Physiotherapy, osteopathy, optometry, and related occupations are summed up

in terms of rewards, steps to take in preparation, essential characteristics, and advantages and disadvantages of the occupation . . . There are assignments in reading for each occupational group.

Occupations, December 1939:

They have presented excellent information on a number of occupations . . . Their second purpose is accomplished, since the disadvantages are given at least equal space with the advantages. So helpful is the plan for self-analysis that in reading it a girl will analyze herself almost unwittingly. A comparison of her own characteristics with those required for the occupations she is considering leads to the accomplishment of the authors' third purpose.

INDEXES AND BIBLIOGRAPHIES

BENNETT, WILMA. *Occupations and Vocational Guidance. A Source List of Pamphlet Material.* H. W. Wilson Co., (Revised) 1938.

KITSON, H. D. *I Find My Vocation.* Classified list of 254 biographies, Chapter VI. McGraw-Hill Book Co., (Revised) 1937.

KITSON, H. D., and LINGENFELTER, M. R. *Vocations for Boys.* Harcourt, Brace & Co. 1942. Reading lists on 38 vocations.

LINGENFELTER, MARY R., and KITSON, H. D. *Vocations for Girls.* Reading lists on 33 vocations. Harcourt, Brace & Co., 1939.

Occupational Index. Occupational Index, Inc., New York University, Washington Square, New York City. Monthly, with annual cumulative index, beginning with 1936. Quarterly beginning in 1941.

PARKER, W. E. *Books About Jobs; A Bibliography of Occupational Literature.* American Library Association, 1936.

PRICE, WILLODEEN, and TICEN, Z. E. *Index to Vocations.* H. W. Wilson Co., (Revised) 1938.

Vocational Guide. Science Research Associates. Monthly index of current occupational information, beginning in 1939.

ZAPOLEON, MARGUERITE, and MOORE, LOUISE. *References and Related Information on Vocational Guidance for Girls and Women.* Government Printing Office, Washington, D.C. 1941. 25¢

XV

The Business Student Investigates an Occupation

CLASSES in business subjects may easily incorporate a study of the occupations for which the courses give preparation. Pupils who are taking business subjects for personal use or for training for part-time work to earn college expenses may investigate occupations of interest to them.

I Find My Vocation [6] describes in detail a practical plan of requiring each pupil to carry on a project, to choose a vocation, and plan how he will prepare for, enter, and progress in it. It is assumed that he need not make his ultimate choice of a lifework immediately, but the occupation which he chooses for investigation serves as a centralizing idea around which he can build habits of thinking about occupations and of investigating them. The plan, briefly summarized, is the same as is recommended throughout this book. After securing a bird's-eye view of the occupations in which people engage, each pupil should select three or four vocations which he is considering favorably and investigate them carefully. He should study them as intensively as he would study American history, botany, or chemistry, conducting his inquiry under three headings: conditions of work, requirements, and rewards.

Preparation of Outline for the Investigation of an Occupation

It is extremely important that each pupil prepare his individual outline for the investigation of the occupations in which he is interested. He should be allowed considerable elasticity in formulating his plan and freedom to select methods of acquiring information.

Since he will wish to consider several ways of organizing his data, both long and short outlines should be made available to him. A simple outline prevents the study from appearing complicated. The more elaborate one may be preferred by those who wish a more detailed list of suggestions.

SHORT OUTLINE FOR INVESTIGATION OF AN OCCUPATION

1. History and importance of the work

2. The kinds of work performed
3. Preparation necessary or desirable to enter occupation
4. Other qualifications or requirements
5. Income and chance for advancement
6. Number and distribution of workers
7. Trends of employment
8. How to enter the occupation
9. Advantages and disadvantages
10. Reports of interviews and biographies
11. Sources of further information

DETAILED OUTLINE FOR STUDENT'S REPORT ON INVESTIGATION OF AN OCCUPATION

1. Title page. Title; name of student, class, teacher; date.
2. Table of contents.
3. HISTORY, development, and probable future trends of the occupation
4. DUTIES of worker. Tasks performed by a person in this occupation. Outline of a typical day's work. Working conditions.
5. REQUIREMENTS of the worker for entering and succeeding in the occupation. Education and training necessary. Where secured. Entrance requirements of those schools. High School courses that are essential for that occupation. School courses that are recommended as desirable. School courses that are recommended as preparation for a college course that offers training for this occupation. Union organization and requirements. Licenses required Examinations required. Civil Service requirements.
6. QUALIFICATIONS of the worker. Personal qualities desirable. Character traits, personality traits, physical qualifications necessary. Hobbies that are especially relevant to this occupation.
7. ECONOMIC DEMAND. Number of workers in the occupation according to the U.S. Census report. Number of workers in your state. In your city. Number of men workers in this occupation Of women. Number of workers ten and twenty years ago. Is the occupation growing in importance? Is the field crowded? Is work seasonal? Is work in this field necessary in times of depression? In times of war? Is work geographically limited? Average salary. Of men. Of women. Of beginning workers. Of experienced workers.
8. OPPORTUNITIES for placement. For experience. For apprenticeship. For advancement. Related occupations to which one might seek promotion. Opportunities for honorary, monetary, or social rewards. Opportunities for profit sharing, bonuses,

annuity or retirement provisions, unemployment insurance, sick benefits, vacations, discounts on goods purchased from the employer. Opportunities for home life, cultural growth, recreation, and participation in community affairs What service useful to society does the worker perform?

9. ADVANTAGES of the occupation What workers in this occupation like best about it.
10. DISADVANTAGES and special problems. What workers in this occupation like least about it.
11. Report of a BIOGRAPHY OF A SUCCESSFUL WORKER in this occupation. Abstracts of books and magazine articles written by modern Americans who faced conditions somewhat like those which modern youth will encounter. An occupational ladder.
12. Report of a PERSONAL INTERVIEW with a worker in this occupation.
13. Additional information.
14. NEWSPAPER CLIPPINGS. Typed or pen-written excerpts from books and magazines. Pictures.
15. PERSONAL CONCLUSION.
16. BIBLIOGRAPHY References for future reading. Literature consulted in making this report.

Additional Suggestions

Other suggestions for the report may be found in many sources. If each pupil, or group of pupils, is provided with one of the suggested outlines, and each one reports the terminology and the methods of arranging the headings, many suggestions for titles of individual outline topics will evolve. Many of the research studies follow the same general plan, but a comparison of them will allow the pupil to have considerable elasticity in making his outline and will guide him in searching for pertinent information.

Some of the workbooks listed in *Occupations, the Vocational Guidance Magazine*, October 1938, contain longer outlines for the study of occupations. The Basic Outline prepared by the research section of the National Vocational Guidance Association, printed in *Occupations, the Vocational Guidance Magazine*, October 1940, indicates the content of a complete occupational monograph. Also presented for consideration may be the several outlines given in *Basic Occupational Plan*, Number 4, by Mildred Lincoln Billings.*

Another arrangement of the fundamental points in this out-

* Published by Science Research Associates, Chicago, 1940.

line is found in the Reader's Manual of the *Occupational Outlines on America's Major Occupations*.*

Of special assistance to students who wish to study an occupation is the *Vocational Survey Blank* called "Surveying Your Future Vocation," † an eight-page form with appropriate questions, suggestions, and sources of information to direct the investigator. A Teacher's Manual † is available with the *Vocational Survey Blank*. A vocational study blank of similar nature is entitled *Charting My Course* †; another is *Occupational Studies Leaflet*.‡

A well-organized booklet which offers a basic approach to the general problem of selecting and investigating the work one wants to do is [9] *Preparing for Industrial Work*. A class set may be obtained free of charge for rotation among various classes or for addition to a classroom library. The summary of steps to take in planning a career may be used to reinforce the other suggestions previously given.

Inspection of Career Books of Previous Years

Pupils may receive suggestions for conducting such investigations by looking over a set of varied, illustrated booklets written by former students. A satisfactory way to show these to a class is to provide thirty pupils with thirty booklets, have each one passed to the right at the end of one minute, and the entire set glanced at in thirty minutes. The instructor may point out salient features, such as interesting illustrations at the opening of each section; attractive sketches or pen lettering; appropriate covers; newspaper clippings well arranged and labeled; interesting charts, graphs, or pictorial statistics; reports of outstanding biographies; and interviews with prominent workers in the community.

At this point, suggestions are often obtained by having the class look over a set of *Fortune* magazines or similar publications with attractive pictures, with the privilege of extracting pictures for their reports. Many businessmen will donate sets of used magazines, if they feel they will serve a useful purpose in the classroom. Students will receive ideas from each other in the process of examining the magazines and exchanging pictures. One boy may exlaim to another, "Say, Bill, here is a picture

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* Published by Science Research Associates, Chicago, 1940.

† Published by Science Research Associates, Chicago, 1941.

‡ Published by U.S. Office of Education, 1941.

for you!" Bill may look unconcerned and reply, "How could I use that?" The first boy will elaborate: "Why, you could have a chapter on so-and-so and this would be just the thing to show . . ." Often suitable illustrations for chapter headings will stimulate slow learners to search for material to accompany them.

Scrapbooks

The making of a scrapbook may precede the preparation of the written report. The pupil is encouraged to use his ingenuity in the collection and arrangement of pictures, newspaper and magazine clippings, booklets, graphs, charts, and lists of physical, personal, and educational requirements.

Some scrapbooks may be arranged according to the vocational ladder method of gaining information about an occupation, progressing from the lowest rung of the ladder to the highest with pictures, charts, clippings, and summaries illustrating each rung. Other scrapbooks may utilize the plan of the vocational hexagon with the collected information grouped into six divisions — mental, moral, physical, economic, social, and physiological requirements. Both clippings and illustrations should be indexed.

Completed scrapbooks may become a part of the classroom library at the end of the year or the significant clippings and pictures may be added to the pamphlet and clipping file.

The scrapbook technique utilizes current newspaper information. It cultivates alertness in observing news items about occupations. Some pupils find it easier to write a report of the conditions of work, requirements, and rewards if they have become interested in assembling that information for a scrapbook.

Writing the Report

The compilation of the bibliography, note-taking with bibliographic references, reports on biographies of successful workers, and the writing of the report may follow the procedure given in [6] *I Find My Vocation*, which is so written as to direct the pupil in the steps involved.

Panel discussions arranged to include groups of related subjects, such as "Vocations in Merchandising" or "Vocations in Accountancy" or "Vocations in Science," utilize the information assembled and serve as a means of giving pupils an overview of

many vocational activities. Such class forums and panel discussions serve, also, to stimulate pupils to organize their data more carefully.

Typewriting, stenography, and business English classes may also provide means for the pupils to utilize their data by writing on "A Vocation Which Interests Me" in various forms of composition: friendly personal letter, business letter of inquiry, debate, dialog, narrative, straight exposition, radio sketch, radio comment, dramatic skit, assembly talk, diary, report to an employer, feature article for school or city newspapers, short story, or biographical sketch.

Ample opportunity should be afforded to pupils for examining reports and career books of classmates. Resulting conversations and informal discussions often enable the student to discover specific abilities, skills, and requirements demanded in the various occupations, to which he has given little previous thought.

Observation and Tryout in Field Investigated

A valuable extension of such a project is gained by securing the co-operation of organizations in the community. Members of local civic and service clubs may be asked to read and write comments on student papers covering their special fields. Pupils whose investigations indicate genuine interest in their fields may be invited to spend a day or half-day for observation and personal contact with the work and the workers. For pupils interested in occupations not represented in the local organizations, special arrangements should be made.

Any tryout, exploratory, or apprentice experience which may be an outgrowth of the study will add immeasurably to its value. In case the student has previously made an unwise selection, his work should show him the folly of his choice. His investigation for his next assignment can be conducted in the light of this experience.

The essays and comments by the club members may be added to the individual folders and returned at the time of the next individual conference. Comments and title of subject investigated should be recorded on pupils' cumulative record folders for reference. If a service club is willing to hold one of its weekly meetings in the school cafeteria, the writing of an essay may earn for the pupils the privilege of joining a noon-hour discussion group

and asking questions of the club member actively engaged in the occupation of interest. Arrangements may be made similar to the "Dutch Uncle" luncheon discussions. (See pages 167–168.)

The writing of an intensive investigation also may earn for a pupil an individual interview with a successful worker in that field of work. In some schools, the Kiwanis Club vocational guidance committee arranges for employers to hold individual conferences with pupils. Preliminary to these interviews, the employer is given the occupational study outline on the occupation of interest, which has been filled out by the pupil, and summaries of interest inventories and school achievements. Because the employer has the pupil's essay at hand and because the pupil has been acquiring information about the specific occupation, both have many pertinent topics of conversation. Both the employers and the pupils send a check-list report to the school adviser.

Some time after the study of the occupation of interest, a thoughtful review may be stimulated by assigning the following exercise.

> Composing directly at the typewriter, write me a personal letter *as of ten years hence*, telling me about your life. Tell me about your training, how you obtained your first job, what and where your various jobs have been, salaries on various jobs, your old habits and new habits, your old friends and new friends, and your future plans for yourself and your family.

Vocational versatility is regarded as the rule rather than the exception. Many employees are expected to do several different kinds of related work rather than one highly specialized task. In many modern offices, for example, there is growing need for the stenographer who possesses skills in bookkeeping and office-machine operation, for the salesman or advertising man who is competent in accounting and statistics, and for the bank or trust company worker who is experienced in farm or industrial management. The fatalistic theory that an individual is "cut out" for but a single vocation has been disproved by the vocational histories of many persons who have succeeded equally well in several vocations. Knowledge of growth of interests and personality development furnishes supporting data to confirm this principle of versatility, and the changing nature of occupations emphasizes its growth. Despite this versatility, however, the

individual should not drift but should make rational plans, preparing for a type of work in which he can contribute his best services and derive maximum satisfaction.

After investigating several occupations that appeal to him, the pupil can more intelligently plan his training and study for his chosen work. His chances for a continuing interest and pride and contentment in his lifework will be greater if he bases his choice on a careful study of the conditions of work, requirements, and rewards of several of the occupations of greatest interest to him. Enjoyment of work and satisfaction in worthy work well done will more likely result if the pupil selects a field of work, prepares for it, and acquires competency. Occupational choice should not be made without an understanding of all the demands, an abiding interest, a revelation of an opportunity for service, and a sound conviction regarding personal fitness.

The experience gained from making an intensive study of an occupation gives pupils a mastery of techniques to be used in investigating occupations at a later date and acquaints them with sources of reliable and up-to-date information.

A decided value of writing out this intensive investigation of an occupation is the necessity for mental activity in thinking over and summarizing the information obtained by means of the career conference, motion picture, radio broadcast, wide reading, observation, discussion, and interview. Care must be taken that the newer tools of learning are not allowed to become substitutes for cerebration. The comparison, reflection, summarization, drawing conclusions, formulating a tentative plan, and setting a provisional goal serve to climax the entire program of imparting occupational information. Selecting an occupational field that appeals and putting down on paper the results of the study are of supreme importance in planning a career, just as in a laboratory course in physics or chemistry, performing the experiment is followed by writing out the findings.

Then, too, the art of reading and the technique of research are primary instruments of all learning, of being given information and finding it out for oneself. The value of education is not so much learning as the technique of learning, the art of educating oneself through all the media the environment affords. Institutions educate only if they enable one to continue learning after school days end. Consequently, reading, research, and knowing where to find authentic information must be among the

primary objectives in giving pupils mastery of techniques to be used in investigating specific occupations.

ASSIGNMENTS FOR PUPILS

1. Name ten occupations about which you would like more information. Name four which you would consider for further study. Select one for an intensive investigation, following one of the outlines suggested on pages 225–227.

2. On your second choice of a vocation, write an imaginary biography of your life from the age of fourteen to forty, describing the successive steps you took in preparing for, entering, and progressing in your chosen field.

3. Mention five occupations in which the rewards are chiefly social; five in which they are chiefly intellectual; five that give opportunity to render immediate service to other individuals.

4. Mark Twain once made the assertion that he never did a day's work in his life. Dr. William Mayo displayed in his office the inscription, "There's no fun like work." Explain.

5. What are some of the procedures you might follow in developing an interest in the occupation you have tentatively chosen.

6. Make a chart showing the most desirable steps to take in preparing for the occupation you are considering; show the general education and the special training necessary.

7. Describe the steps you might take ten years hence if you find that the occupation you have chosen is not suitable and you wish to make a change or readjustment.

8. Preliminary to writing a report of an occupation of interest to you, prepare a scrapbook with newspaper clippings, sketches, pictures, and descriptive captions. Organize your information according to one of these plans: (1) the various steps of the vocational ladder progressing from the beginning to more advanced positions, or (2) the vocational hexagon with collected information grouped into six divisions — mental, physical, social, economic, and physiological requirements, conditions of work, and rewards.

9. Select three fields of work in which you feel you can contribute your best services and derive the maximum amount of satisfaction. For each of these, conduct some form of research and report an interesting conclusion to your class. Typewrite these conclusions in attractive form for addition to the pamphlet and clipping file.

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§9. *Preparing for Industrial Work.* The National Association of Manufacturers, 14 West 49th Street, New York City, 1941. Free.
§10. SAMLER, JOSEPH. *Vocational Guidance Through Groups.* Washington, D.C.: The B'nai B'rith Vocational Service Bureau, 1943.
11. WILLIAMSON, E. G. *Students and Occupations.* Henry Holt & Co., 1937.

XVI

Informing Pupils About Courses, Colleges, and Schools For Further Training

ONE of the duties of the teacher of business subjects is to advise students regarding their program of studies. This is an important responsibility, because the choice of a vocation will depend, in considerable measure, upon the courses elected for study, as they are part of the training necessary to reach one's goal. Furthermore, the courses chosen very often point the way to activities, vocational and avocational, which will be satisfying and desired by those gifted for successful achievement. A pupil who elects stenography, who excels in the classroom, and engages in satisfying tryout experiences is likely to become a stenographer rather than a statistician, nurse, or chemist.

Since preparation for an occupation involves decisions in the choice of studies, choice of curricula, and the choice of colleges and schools for further training, pupils obviously are entitled to receive: (1) information about high school courses; (2) information about colleges and schools for further training; (3) information about correspondence and extension courses.

1. INFORMATION ABOUT HIGH SCHOOL COURSES

Students often fail to see the relationship that exists between the courses offered in school and the careers they will follow. Mildred Lincoln Billings reports that when a survey was made in a commercial high school to determine the vocational choices, it was found, to everyone's surprise, that few of the pupils could name the occupations for which their courses were preparing them.*

Further evidence of the lack of thought regarding the selection of high school courses was brought to light by *The Regents' Inquiry:* †

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* Billings, Mildred Lincoln. *Group Methods of Studying Occupations*, p. 235. Scranton, Pa.: International Textbook Co. 1941.

† Spaulding, Francis T. *High School and Life. The Regents' Inquiry*, pp. 38, 168, 169. McGraw-Hill Book Co. 1938

> High school pupils tend to elect subjects which, in the judgments of school officers, are least likely to yield valuable educational returns, and not to take the subjects which are likely to be most fruitful . . . The educational plans of many boys and girls just out of high school are strikingly unrealistic, even if not wholly incapable of fulfilment . . . More than half of the pupils choose their courses without having received definite advice from anyone.

Relationship of High School Subjects to Vocations

The vocational avenues leading from the various school subjects can best be explored at a time of the year when pupils are asked to select their courses for the following year. This project can be made the means of bringing pupils to realize the wide range of possible vocations and giving them an inkling of the bearing which their studies may have on their future work.

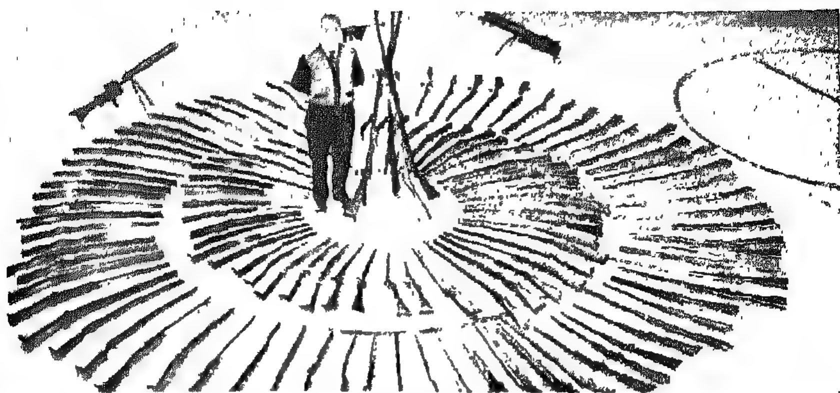
That pupils may learn the educational requirements for the vocations of interest to them and adequately plan their courses of study, several plans have been devised involving the use of:

(A) Charts
(B) Booklets
(C) College bulletins
(D) Posters
(E) Talks by instructors

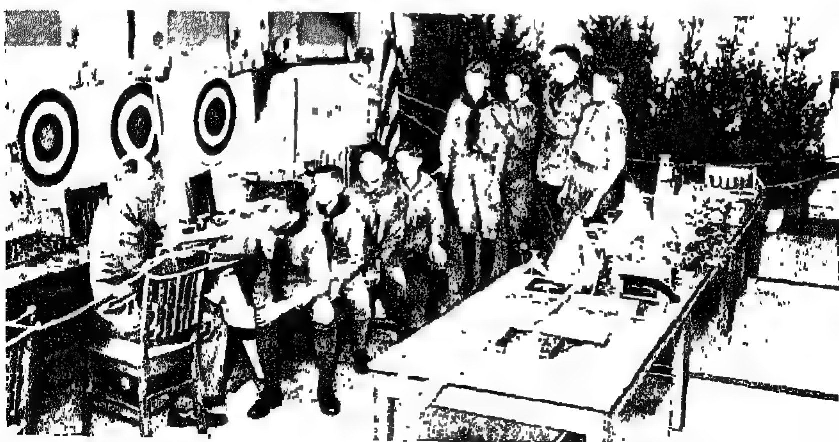
(*A*) *Charts*. The faculty of Champaign, Illinois, Senior High School has prepared a series of illustrated charts designed to present the educational and cultural values of twenty-five subjects as well as their relation to modern vocations. They are published in booklet form at a cost of one dollar. These are useful for bulletin board display; they are also available in slide form.

Another example of a bulletin board chart which would suggest a beginning for a class project is the double-page *Your Course and Your Career* in *Vocational Trends*, September 1941, containing high school subjects and examples of the occupations to which they may lead.

Following is a simple chart giving vocational opportunities in business, which may be elaborated and extended for use in a classroom.







31, 32, and 33 Local hobbyists assist in creating leisure-time interests in collections, sketching, and scouting. West Bend, Wisconsin. (P. 149)

34 Appearance Check-up Mirror calls attention to good grooming and neat appearance as assets when seeking employment N.Y.A., Athens, Ohio. (P. 358)



35 (below) Nature study clubs in an opportunity class provide for exploration of vocational interests Los Angeles City Schools



Stenography

Civil Service worker
Convention reporter
Court reporter
Ediphone operator
Dictaphone operator
Lecture reporter
News reporter
Secretary
  Personal secretary
  Private secretary
  Social secretary
Stenographer
  Aviation stenographer
  Chemical stenographer
  Foreign-language stenographer
  Legal stenographer
  Medical and surgical stenographer
  Military stenographer
  Naval stenographer
  Police stenographer
  Public stenographer
  Stenographer to the engineer
  Technical stenographer

Office Machine Training

Addressograph operator
Alphabetic card-punch operator
Bookkeeping machine operator
Calculating machine operator
Dictaphone operator
Ediphone operator
Graphotype operator
Horizontal sorting machine operator
Mimeograph operator
Multigraph operator
Multilith operator
Numeric card-punch operator
Photostat operator
Stenotype operator
Tabulating machine operator
Teletype operator

Merchandising

Advertising agent
Advertising copywriter
Advertising layout expert
Advertising manager
Assistant buyer
Buyer
Department manager
Purchasing agent
Receiving-room clerk
Retail manager
Sales clerk
Salesmen to consumers
Salesmen, except to consumers
Shoppers
Stockroom clerk
Wholesale manager

Bookkeeping and Accounting

Accountant
Audit clerk
Auditor
Banking
Bookkeeper
Budgetary expert
Cashier
Certified public accountant
Checking clerk
Comptroller
Cost accountant
Income tax expert
Ledger clerk
Occupational tax accountant
Pay-roll clerk
Social security accountant
Statistician
Time clerk
Voucher clerk

Typewriting

(Most beginners enter the clerical service in Government

service through Civil Service examinations for stenographer or typist. Many clerical positions in business are open only to typists who could qualify for the positions to which they may be promoted.)

Billing clerk
Classification clerk
Correspondence clerk
Editorial clerk
File clerk
Information clerk
Mail clerk
Messenger
Order clerk
Rate clerk
Receiving clerk
Receptionist
Record clerk
Shipping clerk
Statistical clerk
Stock clerk
Subscription clerk
Switchboard operator
Telegraphic-typewriter operator
Telephone operator
Transcribing machine operator
Typist
Varitypist

The Stephens College Vocational Guidance Chart is a compilation of the duties, estimated earnings, and necessary training prerequisites for each of the thirty-two vocations for which the college is equipped to offer training. A recommended schedule of courses which will qualify the student for employment is arranged for four semesters, typewriting being suggested for seventeen kinds of work. The chart is printed on heavy paper, 33 by 22 inches in size, and in type large enough to be read easily when mounted or placed on the bulletin board.

Frankfort, Indiana, High School has developed a chart which shows at a quick glance the subjects by grades in each of its ten curricula. A column is devoted to each course, giving the curriculum adviser and a list of those occupations and professions for which this curriculum offers pre-preparation.

(*B*) *Booklets.* A booklet, *How to Plan Your High School Course*, published by the Guidance Department of Samuel J. Tilden High School, Brooklyn, New York, contains a section on the vocational implications of eighteen school subjects. Under the heading, "Some Occupations to Which an Ability or Interest in Mathematics May Lead," for example, thirty-seven occupations are briefly described. This booklet also gives requirements for graduation from the high school and the entrance requirements of all the colleges in New York City. It may be secured from the school for twenty-five cents.

Another booklet, containing similar information, is called *The "Which" Book — A Guide to the Vocational Relationship of School Sub-*

jects, distributed for ten cents by B'nai B'rith Vocational Service Bureau, Washington, D.C.

The Teacher's Manual accompanying the Vocational Survey Blank, "Surveying Your Future Vocation," * contains a list of various occupations to which the study of certain school subjects may lead. The eleven major groups of high school subjects are languages, mathematics, science, social science, health, drawing and art, music, agriculture, home economics, commercial, industrial and shop. Definitions, describing the nature of the work performed, follow the occupations.

For example, some of the occupations under commercial subjects, if combined with the related school subjects and educational requirements, would give the following information †:

A Knowledge of and Ability in Commercial Subjects May Lead to the Following Occupations	TRAINING REQUIRED			
	Related School Subjects	*Apprentice*	*College*	*Special*
ACCOUNTANT — Devises accounting systems, prepares financial statements, audits books and does other accounting work.	Languages Math Com'l			×
BILLING MACHINE OPERATOR — Prepares statements, bills, and invoices on a billing machine.	Languages Math Com'l			×
BOOKKEEPER — Keeps records of all business transactions of a firm, handles payrolls, prepares monthly statements, and prepares bank deposits.	Languages Math Com'l			
FILE CLERK — Keeps correspondence, cards, invoices, receipts, and other records systematically arranged in file cabinets.	Languages Math Com'l			
KEY PUNCH OPERATOR — Records accounting and statistical data on tabulating cards by punching a series of holes in cards.	Languages Math Com'l			×
MIMEOSCOPE OPERATOR — Traces illustrative figures and diagrams on stencils used in duplicating machines	Languages Math Com'l Art			

(C) *College Bulletins.* An example of a bulletin prepared to assist students in planning their college careers is *Guide to Elective*

* Pub. by Science Research Associates, Chicago, Ill.

† Bacher, Otto R., and Berkowitz, George J. *School Courses and Related Careers — A Vocational Survey Plan*, pp. 64–66; 74–89; Chicago, Ill.: Science Research Associates 1941.

Courses According to Cultural and Vocational Interests. For seventy-eight vocational possibilities, there are suggested background courses, essential or especially relevant elective courses, other especially desirable elective courses, graduate training required, specific fields of possible employment, and sources of information or readings about the field of interest. This guide was prepared by the College of Liberal Arts and Sciences, College of the City of New York.

What to Do in the World's Work, a bulletin of vocational information for Hunter College students, New York City, presents the educational requirements of various vocations. Preparation for each of 350 vocations or fields of employment for women is indicated under courses of instruction at Hunter College which are considered essential for the vocation named. Also included are courses of instruction which are considered desirable or helpful though not essential, advanced professional or technical training required, fields of employment or specific vocations, sources of information concerning entry into the vocation, reference to evening and extension courses, titles of civil service examinations, and bibliography of vocational literature. This was revised in 1941 by the Faculty Council Committee on Vocational Guidance.

(*D*) *Posters and Photographs.* The vocational outlets of school subjects may be demonstrated by posters or photographs. For example, prints of the prize-winning posters exhibited at the poster contest sponsored by the Women's Mathematics Club of Chicago and Vicinity, 1939, such as "Mathematicians the Builders," "Get Ahead with Mathematics," or "Architectural Mathematics," suggest some vocational outlets of the study of mathematics. (See Illustrations 44 and 45.)

Each pupil in a class may be given material for a poster and asked to design an original poster calling attention to the vocational outlets of one of his school subjects. Pupils may be given extra credit for using a typewriter to create the design and headline. If a school or club paper is mimeographed, these designs may be mimeoscoped and inserted in a series of issues to accompany brief articles pertaining to the relationship between school courses and careers.

(*E*) *Talks by Instructors.* If one day is designated "Courses and Related Careers" prior to the selection of the school program, and each instructor points out the implications of his subject, surveys may not continue to report that "high school pupils tend

to elect subjects which . . . are least likely to yield valuable educational returns." If attention is given to this problem, there is an opportunity here, as well as in subject-matter fields, to "use in all courses as largely as possible methods that demand independent thought, involve the elementary principles of research, and provide intelligent and somewhat self-directed practice . . . in the appropriate desirable activities." *

Some suggestions may be obtained for these talks from the article, "Occupational Information Through School Subjects," in *Occupations, the Vocational Guidance Magazine*, March 1941.

2. INFORMATION ABOUT COLLEGES

The school is concerned with helping the individual to plan wisely his educational program and, consequently, it should provide information about schools for further training. After the investigation of the vocations of interest, the selection of schools for advanced training needs careful study. Information about colleges is given by means of:

(A) College Day Conferences
(B) College catalogs
(C) Study of college entrance requirements
(D) Study of college scholarships and self-aid
(E) Books giving information about colleges
(F) Booklets giving information about colleges
(G) Booklets giving information regarding vocational and evening schools
(H) Charts
(I) Motion pictures

A. College Day Conferences

"College day" conferences are frequently conducted to offer the opportunity for pupils to meet representatives or students of the colleges and discuss their plans. Such conferences are usually organized in one of three ways: representatives are sent from the colleges at a specified time of the year; college students are invited to talk to pupils during homeroom periods; or alumni of various colleges are invited to give addresses under the auspices of a university club or Parent Teachers Association.

* Function VIII. *Functions of Secondary Education*, p. 216. Bulletin of the Dept. of Secondary-School Principals, No. 64, January 1937.

Since these conferences are held for the benefit of the entire school, the commercial department co-operates with other committees and takes care of the correspondence and mimeographing.

A description of three specific school plans will illustrate methods which may be adapted to meet local needs.

(1) *A Full Day College Conference Conducted by a School.* At Scarborough School, Scarborough-On-The-Hudson, New York, six annual pre-college conferences have been sponsored by the Girls' Club. The club invites representatives from the colleges which its graduates are attending and those which the present students hope to enter. Students from neighboring secondary schools, both private and public, are invited to attend. In 1940, twenty-one colleges were represented at the conference by their directors of admissions, presidents, or deans of women.

The program is arranged to give as much information about colleges as possible. There is a general assembly talk in the morning, followed by a conference period at which time the college representatives are assigned to separate classrooms. Over the door of each classroom a sign is placed giving the name of the college, the college representative, and his official title. A chart of the classrooms giving the conference room location of each representative is mimeographed and distributed. Pupils have a two-hour period to go from room to room and ask questions. They naturally spend the major part of the time in the rooms of the institutions that make the strongest appeal to them, but they are urged to visit other rooms to make the most of the unusual opportunity that is offered to increase their knowledge of college requirements and curricula. A representative of the College Entrance Examination Board is also available for consultation during this period.

At the luncheon, a college visitor is seated at each of the small tables, with two or more student hostesses and some visiting students from the neighboring schools.

The afternoon address is followed by a conference period set aside for parents, who have many questions of a different nature from those asked by pupils.

A special feature is planned each year to enliven the program. One year the drama classes produce a play; another year the school riding club stages a horse show. The school exhibition is held concurrently with the conference. The opportunity to see the work of the departments of the school is of interest to

pupils, parents, and college delegates. This and the garden tea which concludes the program serve the dual purpose of imparting the necessary information about colleges and affording an opportunity for acquaintanceship on a friendly and informal basis.

(2) *"College Day" Talks in the Homerooms.* In West Bend, Wisconsin, an annual "College Day" program has been conducted by the student groups for the past ten years. A list of the graduates attending colleges with the names of the schools is published in the school paper. It is then suggested that each group may like to invite two of these college students to talk to them the week before Christmas when the high school is in session but when most universities are closed for the holidays. To avoid duplication of invitations, each group is asked to report to the faculty chairman the names of alumni selected; the first group indicating preference for any individual speaker is permitted to write the letter asking him to participate in the conference.

The groups often nominate several speakers and vote by ballot. They weigh the topics about which they would like talks to be made: college life, college study, entrance requirements, marks, fraternities, dormitories, pleasant and unpleasant features, etc. The student officers suggest these topics in their letters. On the day of the conference, the student chairmen meet the speakers, take them to the office where they have a brief reunion with former schoolmates, escort them to the classrooms, and introduce them to their groups. The alumni give valuable advice on study habits, scholarship, earning expenses in college, and general information which they wish they had received before going to college. Their enthusiasm often creates interest in further education. As they give their talks serious consideration and discuss the matter with college friends and teachers, the alumni, too, seem to profit from the experience of inventorying college assets and liabilities, and evaluating high school preparation.

Following the talks to the homeroom groups, the college students are assembled on the auditorium stage for a round-table discussion, with questions from the high school audience. Some of the topics suggested are "How make the most of high school?" "How can one in high school best prepare for college?" "How earn expenses at college?" "How is college different from high school?" "Do people in college like it?" "What advice do you wish you had received?" "What are the advantages of small or large schools?" "What is attitude of students toward other stu-

dents working to earn their expenses?" and "What would you do differently if you were again in high school?" As many as forty college students have participated in a stimulating discussion, expressing various points of view. The interest of the audience is enhanced if questions are asked by pupils, but the moderator may select from questions submitted in advance the first three topics to be discussed. By that method pertinent questions are answered before the general queries.

For the third part of the conference, students go to the classrooms, labeled by colleges, so that the high school pupils may circulate and get specific information about specific colleges. The colleges frequently furnish the representatives with bulletins and other information, taking this opportunity to promote their public relations program. For the final part of the program, individual conferences are arranged.

The pupils ask questions of the speakers at the end of the period and discuss the answers with one another for days afterward. Given as it is, in a helpful and friendly spirit, by college students whom they have selected, on the subjects of their choice, the information makes more of a lasting impression and is received with more enthusiasm than the same explanation given by faculty members. Rousseau spoke truly when he said, "It is in preaching to them these solid virtues, that we wear away their young years in dreariness." *

Pupils feel that they are getting up-to-the-minute facts and information from friends who are giving them sincere and reliable opinions. A new concept of the importance of college education, a new estimate of the importance of good preparation for college, stimulation to continue education, general information, individual aid in choosing a college, reports of colleges not previously heard of, and how to find data in college catalogs are among the points cited by the pupils as worth while.

At the end of the conference, a group picture is taken of all of the speakers and student chairmen and is sent to the speakers with the letters of appreciation.

The alumni consider it an enjoyable reunion and homecoming. As the years pass, those who listen to these talks come to be the speakers and remember the pupil viewpoints. Thus service im-

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* *Rousseau's Émile or Treatise on Education.* Abridged and translated by William Payne. Page 67 International Education Series. D. Appleton & Co., 1926.

proves in quality each year. College students know that they have been voted upon and elected by a high school group to give this information. Hence they feel they must measure up to this responsibility. Both faculty and high school pupils report that the college afternoon is pleasant, instructive, and profitable. This plan has the added advantage of utilizing former graduates without burdening the colleges to send representatives.

(3) *"College Day" Program Conducted by College Women's Club.* The Milwaukee, Wisconsin, Branch of the American Association of University Women has developed a College Day program based upon and accompanied by study of college guidance. The Recent Graduate Group participates in the program. The work for the year culminates in a College Day program held at the Shorewood High School in April to which all high school juniors and seniors and their parents from the city and suburbs are invited. Representatives from the selected group of colleges are present; these are alumnae, accompanied frequently by members of the college staffs. Individual conferences are arranged between these representatives and interested students. There is also a program, with well-selected speakers to talk to the entire group. Collegiate movies are often added.

Some time before College Day, the club sends a questionnaire to all colleges in the selected group. The information received in reply is summarized, mimeographed, and distributed to the students and their parents for perusal and study. The questionnaire is designed to bring out facts, otherwise unavailable, that are frequently of importance to one who is selecting a college. For instance, some of the questions are: Will you name several departments (not more than three) for which your college is particularly outstanding? Will you name the departments in which you feel there will be particularly good business or professional opportunity for your graduates of tomorrow? What is the proportion of Ph.D.'s on your faculty? What personal guidance in studies and personal adjustment is given to freshmen? What is the student load per teacher? What courses are required in the freshman year?

B. *Use of College Catalogs*

To secure college catalogs and stimulate pupils to use them, a common procedure is to have each member of a class send for

one or more, report on them to the group, and arrange them in alphabetical order on a classroom reference shelf.

Through the medium of studying colleges, some classes write business letters, conduct interviews, write source themes, present oral reports, and participate in panel discussions. Each pupil selects a different school giving advanced training, writes for catalogs, interviews a graduate and, if possible, talks to an undergraduate of that school. He then presents a short oral talk to share the information about "his" college. At the conclusion several periods are devoted to panel discussions of questions which are suggested by pupils. The following use of college catalogs serves to illustrate this practice:

Oral English in Vocational Guidance *

. . . At the end of ten days the students will be ready to report. The results are amazing. In classes of nonacademically inclined students, whose oral "talks" are usually something to be endured, everyone is ready to listen to talks which are prepared and presented with liveliness and interest. Students are usually perfectly willing to discuss their own plans and to point out reasons why they are interested in the schools they have chosen for study. They tell of experiences of relatives and friends. At the end of each talk there will be questions and discussion. Some of the questions will prove baffling to everyone, including the teacher, and will call for further investigation . . .

High-school students want facts Vague generalities and good advice make no impression on their restless minds . . . No teacher need worry about the quality of oral English that will be done by any class so long as the subject is vital to the interests of the class. Why don't we give the students more such practical information? Why don't we do what we can to guide them in these important decisions?

C. *Information about College Entrance Requirements*

The choice of a lifework involves selecting the right kind of advanced educational training, and that entails selecting the subjects required for entrance into those institutions. Even though a large proportion of the pupils may not attend institutions of higher learning, it is not amiss to give them information about

* Niles, Olive S., and Sylvester, Harold D. "Oral English in Vocational Guidance." *The English Journal.* December 1940.

them. Changed conditions, additional scholarships, and student aid may make it possible for them to secure higher education at a future date.

Pupils may become familiar with the entrance requirements for the colleges if they compile a list of the current requirements for the institutions which many of the graduates have attended. If a class arranges for publication in a school paper the admission requirements of some of the schools, familiarity with the college catalogs and bulletins which give this information will be increased.

The booklet, *Information on the Entrance and Scholarship Requirements of Twelve College and Universities Participating in the OUR TIMES Scholarship Project for 1941–1942*, mimeographed by American Education Press, Inc., offers suggestions for a method of compiling these data. Using the plan presented, each pupil might typewrite the information concerning one or two colleges, for a class compilation.

The admission requirements of 674 colleges and universities are arranged in table form for easy comparison in the fifteen-cent *Handbook of College Entrance Requirements* published by the U.S. Office of Education.

To give all of the students some information about the college entrance requirements, many schools mimeograph data relating to their state universities and other institutions which many of their graduates attend. A student committee in West Bend, Wisconsin, prepared the following introduction to precede the data in a mimeographed school paper:

College Entrance Requirements

The following information may be of assistance to you in selecting your course of study in high school. If you do not know before graduation, for example, that three units of mathematics are required to enter the College of Engineering at the University of Wisconsin or that five credits in two languages are required to enter some colleges, you may not be qualified to enter the school you will wish to attend.

In addition to examinations and school credits, many colleges require character references. Some send a questionnaire about each applicant to the head of his high school, asking his judgment of the student's ability, interests, dependability, character, and general fitness for college life. Many colleges ask for evidence of physical fitness to do college work, as well.

Cornell University, for example, asks the principal to rate the applicant's intellectual interest, mental alertness, industry, initiative, moral influence, sense of honor, leadership, dependability, co-operativeness, physical vigor, emotional stability, personal appearance, and maturity.

The entrance requirements given below are taken from the current catalogs. These are subject to change; if you are interested, refer to each year's bulletins until you enter college These will give a general impression. Even if you do not think you will attend college, you may be interested in seeing what courses the colleges consider most valuable in preparing students for college work.

Pupils may be urged to plan their courses of study to include the subjects recommended for admission to schools they may wish to enter. College catalogs and bulletins usually are placed on special shelves near vocational reading alcoves.

D. Giving Information about Scholarships

General information can be found in many of the "so-you're-going-to-college" books, such as the following 1940 publication of the U S. Office of Education, *Working Your Way Through College, And Other Means of Providing for College Expenses* by Walter J. Greenleaf. It answers many questions regarding the possibility of financing a college course. There is hardly a campus in the country that does not report from 25 to 100 per cent of its students working for part or all of their support, the teachers colleges reporting 58%. The University of California students earned during one term a total of $939,600; Syracuse University, $700,229; and the University of Cincinnati, $664,000. The booklet is well organized and is a valuable source book of significant data.

A mimeographed bulletin stating the requirements for scholarships in several colleges may be prepared by a class for distribution to homeroom groups for discussion. In addition to giving information about available scholarships and the requirements for earning them, this introduces into the group discussions the topics of character traits, academic scholarship, personality, and achievement in extracurricular activities.

Each member of the class may secure the current announcement of scholarship requirements of one institution; the mimeographed bulletin may be introduced with an announcement such as the following:

A college education is made possible to many thousands of students in the United States through the medium of scholarships. Many schools, alumni, patriotic societies, women's clubs, service clubs, industrial organizations, churches, and individuals have given large sums of money to provide opportunities for higher education. A list of the scholarships and the fellowships available at the institutions of higher learning in the United States for a single year now totals 76,000 and represents a money value of more than $12,000,000. An average of 1500 scholarships in each state has been awarded, over 600 scholarships given to undergraduate college students. If 600 undergraduates earn scholarships, why not you?

To get a scholarship, you must apply for it.

To apply for a scholarship, you must know where to apply.

To receive a scholarship, you must meet the requirements.

This bulletin is prepared to give you an example of the information regarding them and their requirements, so you can prepare to meet the conditions, if you wish. There are hundreds of applicants for each scholarship. Prospective applicants may be interested in knowing what requirements they may ordinarily be expected to meet in order to obtain a scholarship or a fellowship.

Scholarships and Fellowships Available in the U.S. Colleges and Universities published by the U.S. Dept. of Interior in 1932 named these conditions prescribed for award of scholarships:

Scholarship and competitive examinations	11,844 scholarships
Financial need of scholarship	9,370
Character, leadership, and promise	4,789
Good health	788
Participation in student activities	788

Although the Rhodes Scholarships are at present discontinued, they have long served as a model for presentation of other awards. The qualities which Mr. Rhodes specified in his will as forming the basis of selection of the 32 annual United States scholarships were:

(1) Literary and scholastic ability and attainments.

(2) Qualities of manhood, truth, courage, devotion to duty, sympathy, kindliness, unselfishness, and fellowship.

(3) Exhibition of moral force of character and of instincts to lead and to take an interest in his schoolmates.

(4) Physical vigor as shown by interest in outdoor sports or in other ways.

The Harvard College National Scholarships have been established to enable young men of outstanding ability and promise

to attend Harvard, no matter what their financial circumstances may be. Twenty-one national scholarships of approximately one thousand dollars each are awarded by the Committee on Scholarships in Harvard College on the basis of the applicant's academic record in school; his scores on the Scholarship Examinations; the recommendations concerning his strength of character and intellectual distinction; and his extracurricular activities both in and outside of school. The committee also considers other information indicative of the candidate's general promise and potentialities.

The Yale University Regional Scholarships of $850 are awarded annually to at least one student from each of six districts throughout the United States. The awards are made on the basis of scholastic ability, intellectual promise, sound character, qualities of leadership, good health, and evidence of all-round development. An applicant's financial need is also considered in the award of these scholarships, but the most important determining factors are intellectual ability and promise. The scholarship qualifying examinations, required of all applicants for University aid, are conducted by the College Entrance Examination Board, and consist of a scholastic aptitude test and a scholastic achievement test.

The University of Chicago Scholarships include honor entrance scholarships awarded to students of high scholastic standing who also have received recognition for participation and leadership in a variety of high school activities. Evidence of leadership in high school includes achievement in such student activities as dramatics, publications, athletics, and service in class offices or other positions of honor.

The article, "I Doff My Green Cap to Rotary," by Gregory Hill in *The Rotarian*, August 1938, suggests some ways in which a teacher may have an influence in securing scholarship aid for worthy pupils.

E. Books Giving Information about Colleges

Students who expect to enter vocations that require further educational training need to select their colleges and plan their college work best to prepare themselves for their future careers. Student horizons are widened by reports on some of the methods of earning expenses in college, winning scholarships, etc. Dis-

cussions and book reports on these recent books will introduce much valuable information on preparation for college.

(1) Two basic reference books which are indispensable for counselors in advising boys and girls in the choice of a college have been published by the American Council on Education: [14] *American Universities and Colleges* and the companion volume, [6] *American Junior Colleges*. The fourth edition of the former includes a general sketch of education at all levels in the United States and specific information concerning the 727 accredited colleges and universities. The information in each case has been furnished by a responsible officer of the institution. *American Junior Colleges* contains authoritative descriptions of 494 junior colleges and discussions concerning the types, development, and accreditation of junior colleges. The Council plans to publish successive editions of both of these books at four-year intervals.

Several less statistical books giving information about colleges have been written which have more popular appeal to young people.

(2) *So You're Going to College* [13] gives specific information and advice on the cost of a college education, selecting a college, working one's way through college, obtaining loans and scholarships. Interesting and unique kinds of part-time work are listed in a spirit of "If they did it, why can't I?" Definite stimulation to efforts to secure a higher education by those able and willing to work and study is given in an informal, easy-to-read, and conversational style. It is addressed to young people who want to have some responsibility for securing their education. Informative data are also listed for the 289 member and accredited institutions of the Association of American Universities and for 606 other schools — enrollment, tuition, typical expenses, endowment per student, size of library, proportion of students who work, presence or absence of a Phi Beta Kappa chapter, number of graduates in *Who's Who in America*, number and kinds of scholarships available, amount of scholarship in terms of money, amount of money available for loans to students, NYA assistance, and other significant facts and outstanding features.

(3) Whereas *So You're Going to College* is addressed to the student, [18] *Choosing a College* is written primarily for the parent. The author, John R. Tunis, describes in detail six typical institutions of higher learning: a state university (Minnesota), a municipal university (Toledo), a large endowed university (Yale),

a small private college (Kenyon), the junior college (Stephens), and a denominational institution (Catholic University of America). He instructs parents in what to look for when visiting a college and discusses scholarships, loan funds, part-time work, and expenses. Suggestions are given to the parents of children interested in trade, technical, and vocational schools. Information on costs at the four hundred leading colleges and universities in the United States have been prepared by the Market Research Corporation of America in co-operation with the institutions named.

(4) *How to Choose a Junior College* [5] is a comprehensive, annotated directory of more than two hundred private junior colleges. Following a general discussion of what students should attend junior colleges, the opportunities for academic and non-academic students, the advantages of residence in the college, and the elements to be considered in choosing an institution, each junior college is sketched. Each description contains a brief statement regarding the history of the institution, with appropriate information concerning its present offerings and aims, the geographic distribution of its student body, and the extent to which its former students have transferred to senior colleges and universities. Brief notes are given on the curricula, annual rates, enrollment, number of faculty members.

For the college undergraduate and for the youth looking forward to college, numerous books offer orientation and informal advice.

(5) *How to Make Good in College* [9] is a brightly written guide advising prospective college students how to achieve academic and social success on the campus. Some of the topics covered are how to study, using the library, student etiquette, the college man's clothes, the college girl's clothes, financial aids, summer opportunities, and choosing a career.

(6) *She's Off to College: A Girl's Guide to College Life* [1] gives practical information on such topics as choosing a college, arriving at school, selecting courses, dressing for classes and parties, planning a schedule, joining clubs, making dates, and building friendships. The final chapters deal with preparation for a career, college vocational bureau, career forums, apprentice work while in college and during summer vacations.

(7) *Choose and Use Your College* [17] appends the 1940 approved lists of the regional accrediting associations. [11] *The*

Road Ahead and [12] *How to Use Your Mind* offer sound advice on how to study. [3] *College and Life* helps students in solving problems of self-appraisal and self-discovery and in achieving the goal of effective self-direction. A book aimed to help pupils develop efficient techniques for taking examinations is *How to Pass a Written Examination.* (McGraw-Hill, 1943.)

F. Booklets Giving Information about Colleges

There are many booklets giving information of a general nature about schools of higher education. When forming decisions in the choice of studies, choice of curricula, and the choice of schools and colleges, pupils will be interested in some inspection of these.

May I Help You Choose Your College? is one distributed by the Midwest College Conference, Chicago, Illinois, giving information about the nine colleges in the association.

Information for Prospective College Students, by C. E. Partch of Rutgers University, includes a chapter on the choice of a vocation and a check list for the study of occupations.

Shall We Send Our Daughters to College? Why? How? Where?, by Mary Ellen Chase, is distributed by the Alumnae Committee of Seven Colleges representing Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley.

A book edited by Chas. M. Smith, director of guidance and placement in New York City schools, [16] *After High School, What?* covers fifty vocations, giving for each a discussion of vocational opportunities, the outlook for the high school graduate, new occupational fields, and adaptability of basic skills to new occupations. For each vocation there is a directory of colleges in New York State that offer training in that field. (Price $1.00; paper cover 50¢.)

The American Association of Junior Colleges, 730 Jackson Place, Washington, D.C., distributes pamphlets which are of value to classes considering junior colleges. In quantities of twenty or more, the following pamphlets are furnished at the following nominal prices:

"Shall I Attend a Junior College?"	1 cent each
"What Does a Young Fellow Do Next?"	1 cent each
"Why I Am Attending a Junior College"	3 cents each
"Why I Am Enrolled in a Terminal Curriculum"	3 cents each

G. Booklets Giving Information Regarding Vocational and Evening Schools

Attention also should be given to the public vocational schools of various types, including evening schools that are available to young people after leaving high school. When emphasizing the necessity of adequate training for the occupations, one of the important duties is to provide information regarding the opportunities for such training afforded by the various educational institutions of the community. This information usually is compiled each semester by local vocational school divisions.

In addition to local and state directories of public vocational training facilities, directories of all schools, public and private, are sometimes available. For example, a philanthropic organization, Vocational Service for Juniors, compiles and publishes a *Directory of Opportunities for Vocational Training in New York City*, which is very useful for young people in that area and demonstrates the value of this service. The 1942 *Directory* provides information regarding the opportunities for training in 600 subjects afforded by the 400 various educational institutions of New York City that give some form of training intended as a preparation for a definite type of work.

A 1940 handbook prepared by the Bureau of Guidance, New York State Education Department, entitled *Special Educational Opportunities Offered in State-Supported Institutions Open to High School Graduates*, furnishes information regarding the entrance requirements and character of instruction in state-supported educational institutions. These comprise the state teachers colleges and normal schools and institutions offering instruction in forestry, seamanship, agriculture, technical occupations, homemaking, teacher training, industrial arts, veterinary medicine, ceramics, and pedagogy.

Useful directories of schools offering training in special fields are published by the Institute of Women's Professional Relations, Connecticut College, New London, Connecticut.

H. Charts

The American Association of Junior Colleges has prepared a wall chart, 24 × 28 inches in size, which shows in compact form the essentials of accreditation requirements in 1941 for 38 national, regional, and state junior colleges. It is priced at fifty cents.

I. Motion Pictures

Motion pictures are available to acquaint prospective students with the aims and activities of specific colleges. One of these is *Campus Frontiers*, which may be borrowed from Antioch College. After introductory campus scenes, students are shown at work on some sixty jobs in three major areas: business, social science, and industry and research. Between each two groups of jobs, scenes on the campus show how the job experience invigorates classroom study. The film was made by a student at the college and is of interest to pupils who are selecting a college for further training. Other films are:

Design for Education. Shows some of the experiences of a girl during four years at Sarah Lawrence College.

Education for Tomorrow. Shows a boy's life at a small coeducational college — Hobart College.

Campus on the March. An OWI film showing wartime activities in typical colleges and universities.

University and the War. Portrays the role of the university in the war, using Ohio State as an example.

3. INFORMATION ABOUT CORRESPONDENCE SCHOOLS

The interview study of the Regents' Inquiry disclosed that high school pupils have little information regarding various occupations, possibilities of advancement, opportunities for employment, and training required. It also concluded that the extent to which these pupils turned to proprietary schools, some of them of questionable worth, is evidence of their inability to discriminate between acceptable and unacceptable educational agencies.*

Consequently, instructors and counselors are redoubling their efforts to induce pupils to investigate private proprietary schools and correspondence courses before signing contracts. The recent growth of alleged "schools" making extravagant claims and promises has led to the publication of several useful aids:

A leaflet, *Traps for the Unwary*, is a discussion of "racket" trade and correspondence schools, published by the Counseling Service for Juniors, Westchester County Children's Association,

* Norton, Thomas L *Education for Work; Report of the Regents' Inquiry.* Page 189. McGraw-Hill Book Co , Inc , 1938.

White Plains, N.Y., available for a large stamped self-addressed envelope. This is a brief compilation of pointed facts and advice about racket schools which should be read diligently by young people and their parents. Methods of investigating the schools are suggested. A succinct compilation of advice and information on the same topic is distributed by B'nai B'rith Vocational Service Bureau, Washington, D.C.

Advisers who are frequently asked for advice about correspondence courses in the United States will find helpful the eight-page Guide to Correspondence Courses, published as a supplement to the National University Extension Bulletin. This is available for five cents from the secretary, W. S. Bittner, Extension Division, Indiana University, Bloomington, Ind. The guide lists correspondence courses issued by extension divisions of 44 universities. It gives a list of subjects covered, indicating which universities give courses in each subject. Included is other useful information for people interested in correspondence courses.

Educational projects such as the ones described in this chapter give pupils information concerning courses, schools, and higher institutions of learning which will prepare them for the vocations of their choice. The teacher of business subjects will center assignments around typing extracts from the books and pamphlets, preparing and mimeographing summaries for distribution to other pupils, correspondence, and co-operation with all-school committees. By using these methods of informing pupils about schools for further training, pupils will know where additional preparation may be secured, what are the requirements for entrance into those schools, and what abilities are necessary for success in them. They will be informed during their high school years of the requirements for securing scholarships and loan funds, so they can prepare to meet the conditions. The activities will reveal higher intellectual activities and make them desired by those gifted for successful achievement in them.

The pupil should be encouraged to strive to secure the best possible preparation, whatever form of training is required, as it is the foundation on which his vocational achievement must rest. Some of the pupils studying business subjects will go on to college. In this case they should receive help in planning their college career. This will involve the study of college catalogs, the weighing of advantages of one institution over another, and the plan-

ning of the secondary school program in such a way that it will satisfy the entrance requirements of the chosen institution.

Pupils who do not expect to enter college may need help in selecting vocational or other schools offering further training on a commercial basis. They need help in choosing one which will give sound preparation and in steering away from the undesirable ones, many of whose advertisements glow with optimism. The suggestions presented in this chapter will furnish ammunition for such planning. And at the same time they unquestionably help to kindle educational ambition.

ASSIGNMENTS FOR PUPILS

1. For the bulletin boards of the various classrooms, committees may prepare charts or lists showing the vocational possibilities of different school subjects. For example, one group may develop a chart captioned "Vocational Opportunities in Merchandising"; another, "Opportunities in Accountancy"; "Occupational Opportunities in Stenography"; "Vocational Outlets of Foreign Languages"; etc. Other studies of this kind may be examined and utilized. Pupils may revise, ask the co-operation of the teachers of various subjects, and investigate local occupational activities.

2. From the list of colleges in *Which College* or *So You're Going to College*, select the ones to which you will write for catalogs. To prevent duplication, write the names of the colleges, alphabetically arranged, on the sheet on the bulletin board, followed by your name. In your letter, explain that you wish the catalog for a classroom or school library shelf, so that representatives of the college will not call on you. When the bulletins are received, examine them in order to report to the class on some of the outstanding features, and check the bulletin board list in the "received" column. Prepare a condensed statement of the entrance requirements for the compilation to be published in the school paper. Arrange the catalog in alphabetical order on the shelf, removing the out-of-date one.

3. Select a school in which you or your friends are interested. Secure an announcement of its scholarships. Prepare a brief statement of them. Your summary will become part of a compilation of information to be mimeographed and distributed to other students to bring to their attention the opportunities for assistance offered by means of scholarships. Place the scholarship posters or announcements on a well-arranged bulletin board display.

4. Extend and enlarge the chart on pages 237–238 to show the vocational avenues leading from the business subjects offered in your school.

5. Plan a college day conference and invite graduates of your school who are now attending institutions of higher learning to talk to groups of pupils.

6. Plan some panel discussions on colleges and schools giving further training. Each pupil may select a different type of school, consult the books on colleges, examine the catalogs, interview someone who has attended that institution, and serve as the "expert" to give information a freshman-about-to-be should have and consider in choosing an institution offering further training

7. Name five institutions of higher learning where you might secure special training for a vocation you are considering. Consult the catalogs of these institutions and compute the cost, including transportation, involved in attending each of these.

8. Mention a school subject which you did not like at first but which you liked better as you learned more about it.

9. Ask someone who has taken a course by correspondence to tell you how it has helped him.

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BROADENING THE PUPIL'S UNDERSTANDING

Discussions and class exercises may be planned which will extend the pupil's insight into the social utility and significance of various kinds of occupations, give a realization of the interrelationships existing among occupations, and broaden his understanding of working conditions. Education in a democracy should stress the contribution of the socially useful occupation to the common welfare. The dignity of craftsmanship, the history of the skilled trades, and their fundamental importance in civilization should be presented together with the opportunities available. The worker's dependence on other laborers and the meaning of his work to other workers may reveal an opportunity for service.

Conditions under which workers fail to give satisfactory service or fail to achieve satisfaction should be reported to pupils, as well as the conditions under which workers progress to the top of their occupational ladders. Pupils should know that personal pecuniary advantage is not the primary objective of learning and that employees who state their problems do not place earnings as their chief cause of dissatisfaction.

XVII

Helping Pupils to Respect All Forms of Useful Work

EVERY teacher of business subjects must be struck by the tendency of modern youth to choose high-sounding white-collar occupations and to look down on manual labor. Every teacher is obligated to do what he can to change this attitude and to inculcate in pupils a healthy respect for all sorts of useful work. Particularly is this true of the teacher of business subjects which are occupational in their very nature.

Current writers about vocational guidance are striving to strip the stigma of meniality from the manual occupations. They do this by recognizing the contribution to society of manual work, by directing attention to workers who have risen to posts of leadership from humble beginnings, and by showing the inter-relationships existing among occupations.

Contribution of Manual Work

Two teachers of vocational subjects in San Antonio, Texas, who faced this difficulty endeavored to meet it by preparing a little book, *They Also Serve,** in which they presented in an attractive manner a number of jobs ordinarily regarded as menial. *They Also Serve* contains stories of workers — excavators, garbage men, milkmen, elevator operators, charwomen — who are doing well the simple and necessary, if not particularly edifying work of the world, work without which our present mode of living could not be maintained. The jobs are well described, laborers possessing fine human qualities are admirably portrayed, and the whole is permeated with a profound respect for these useful workers. The book is written for pupils of low mental ability.

Teachers of business subjects may prepare similar descriptions of clerical occupations. They may also call attention to the advantages of skilled manual trades, such as little competition, favorable earnings, and the possibility of advancement. Although the requisite for a satisfying life is work in which one can be happy and efficient, that work need not be of the "white collar" type.

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* Bishop, Merrill, and Allen, Arda Talbot. *They Also Serve.* Austin, Texas: The Steck Company, 1938.

Many Labor Day editorials call attention to the importance of work well done. For example, Channing Pollock's "The Most Important Job in the World" published the day before the 1940 Labor Day includes these instances:

All good work is important. And loyalty, and kindness, and small helpfulness are important, too. There used to be an elevator man at the Lambs' Club, in New York, who went far out of his way to be pleasant and useful to its members. When he died, not long ago, one of them told me, "Pat's funeral was our biggest demonstration of respect since the passing of Victor Herbert."

There's Charlie, the sodawater clerk who used to be at our corner, and who was so full of neighborly advice and eagerness to be everybody's friend and handyman that we really mourned him when he moved away. My own personal list of important people would include him, and dozens of other friends who are farmers, butchers, bakers and candlestick makers. . .

What it takes chiefly, perhaps, is interest and pride in your work. The fellow with a future isn't often the one who scorns what he is doing at present. He's the man who thinks his job is important, and so goes on to ever more important jobs. Years ago in a vaudeville theater in New York there were two lads, one at each side of the stage, who set up cards giving the names of performers. My wife needed an office boy, and she chose Benny because she said he set up his cards as though nothing else on earth mattered as much. That conviction he carried into his new post. Benny is now advertising manager of a metropolitan newspaper. The other lad — a middle-aged man now — may be still setting up cards. . . .

It isn't your job that counts, but what you do in your job.*

William S. Knudsen, when president of General Motors Corporation, emphatically advised youth to get some work to do with their hands †:

If I were twenty-one I would be a mechanic I would try to get work in a machine shop. If that failed I would try for a job in a filling station, or as an apprentice to an electrician or a plumber, or as a clerk behind a counter, or as an errand boy. I would try to get some work to do with my hands . . .

George Washington was for years a hard-working surveyor; Thomas Jefferson was a gifted designer of useful appliances; Benjamin

* Copyright 1940 by the United Newspapers Magazine Corporation. (Used by permission.)

† Knudsen, William S. "If I Were 21" *The American Magazine*, June 1939. (Used by permission)

Franklin was a journeyman printer, an inventor, and the best electrician of his age; Abraham Lincoln split rails, kept a store, built and worked on flatboats. The fact that these men knew how to work with their hands undoubtedly contributed to their hard practical sense . . .

What I am hitting at is the false tradition of gentility which prevents many a gifted youngster from following his natural bent. I want to tear down the idea that one honest job is more honorable than another. Honorable work is any work that you do well.

A writer of an article, "Now I Work in a Factory," in *The Reader's Digest*, June 1940, reports that he switched from a white-collar career to manual toil in an automobile accessories plant and has found the experience a tonic and a revelation.

Courses which dignify manual work and give it parity with intellectual effort are mentioned in *Learning the Ways of Democracy*.* Four examples of recognition and esteem attached to labor performed by students as service to school and community are reported in courses of study. Manual labor is accepted as an integral part of education, and manual skill is treated with the same respect as intellectual achievement.

Attention may be called to such instances as the school janitor, whose personality, obliging and accommodating manner, constant helpfulness, and thorough and conscientious discharge of his duties had so endeared him to the students that on completion of twenty-five years of service the senior class dedicated the yearbook to him at a testimonial ceremony.†

In London a street sweeper who had become known through his simple dignity to some of the intellectually and socially elite of the Empire received felicitations every year on his birthday from many of the notables of England.

Acquaintance with men and women in the unskilled fields may impress upon pupils that all work can be commendable if honestly done and if the worker brings to it a genuine interest in the world about him. Manual workers might be persuaded to include their hobbies in a community display of leisure-time interests. Their contentment and enthusiasm over their spare time achievements will serve to demonstrate their adjustment in the world of work. Some of the workers in monotonous jobs indulge

* Educational Policies Commission *Learning the Ways of Democracy*, pp. 77–79. N.E.A. and the American Association of School Administrators, Washington, D.C., 1940.

† Becker, Hubert *The Bend*. West Bend, Wisconsin, High School, June 1938.

in leisure pursuits and show unusual craftsmanship in wood carving, boats made from toothpicks, model planes, etc. The interest shown in these leisure-time activities, or evidenced by an excellent piece of workmanship by people without much education or skill, who do the simple jobs, emphasizes the thought of Justice Oliver Wendell Holmes that "Every calling is great when greatly pursued." *

Rewards for Excellence in Manual Labor

Along with the heroes of invention, politics, finance, and military tactics, society should honor the good builders, potters, weavers, and farmers. And educators can cite awards which have been made for excellence in manual labor. Awards for manual workmanship were accompanied by elaborate ceremonies at the completion of Rockefeller Center, Riverside Church, Empire State Building, and new buildings at Columbia University. An example of recognizing the contribution of manual work is thus referred to by Nicholas Murray Butler †:

> Recognition should be given to excellence of manual work similar to that given to excellence of intellectual work. On Morningside Heights, it has been our established custom, when a new academic building is completed, to hold a formal gathering of all the workmen who have been engaged upon its construction and equipment. To this gathering members of the workmen's families are also invited. In the presence of this company the President of the University awards a medal, accompanied by a certificate, to that manual workman in each of the trades engaged upon the building who has been chosen to receive it because of the excellence of his work in its construction or equipment. Those who are to receive these medals are selected by a committee consisting of a representative of the University, a representative of the architect, a representative of the contractor and a representative of the trade or type of work for excellence in which the medal is to be awarded. These gatherings have been impressive in high degree and have given to the workmen a consciousness of the fact that the University regards them as contributing directly to its equipment for usefulness in its chosen field of endeavor and for its helpfulness to

* Cooper, A. C., and Palmer, C. A. *Twenty Modern Americans*, p. 378. Harcourt, Brace & Co., 1942.

† Butler, Nicholas Murray. "The Joy of Work." An address delivered at the opening of the 187th year of Columbia University, September 25, 1940. (Used by permission.)

mankind. This proceeding is quite analogous to that of conferring a University Medal or an Honorary degree at the annual Commencement.

. . . the possibility to which every healthy-minded man looks: the possibility that he may, as life goes on, come by his own efforts into a larger and more important field of activity than the one in which his work began. In the United States our industrial history abounds in illustrations of the capacity of men who began their life-work at the very bottom of the industrial or administrative scale to rise to posts of highest authority and responsibility by their own efforts and their own excellence

Rewards for Effort and Initiative

To stimulate pupils to exert initiative and maintain conditions that will give scope for it, attention should be called to local citizens who have risen to posts of responsibility through their own efforts. Pupils can discover through observation and reading many instances such as the one mentioned in the December 16, 1940, issue of *Your Future*. A student who, as a NYA scholar at Furman University, Greenville, South Carolina, was assigned to the selection and arrangement of flowers in reception rooms, is now on the Furman faculty and gives instruction in the art of flower arrangement.

The following example reminds one of the virtue of old-fashioned individual initiative. A classified advertisement asked for "someone with the capacity to outgrow the job of secretary." The anonymous author writes *:

That was when I opened my portable typewriter and began to compose a letter with some of the desperate striving of one trying for sufficient inspiration to make an opera. "You will get at least three hundred letters, sir," I wrote, "and I am well aware that if I am worth your time, I ought to save it now. Will you let me assort these letters for you and help you make a selection? I'll be waiting at the telephone to get your call." On another sheet of paper I wrote a crisp biography and clipped it fast to my letter with a piece of folded brass. I took that application to the newspaper office, and on Monday morning I gambled by staying home. It was not quite ten when a 'cello voice spoke my name over the telephone, and I said, "Oh, you are Mr. X. R. K."

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* "A Secretary Looks at Her Boss." Anonymous. *The Saturday Evening Post*, August 8, 1936.

He told me where to come — and I was there, confronting him in the space of twenty minutes.

"You're hired," he said, "long enough to pick the best candidate from this" — and he indicated with his palm a table on which there was a mound of letters. Inside of an hour I had all the letters crudely graded.

"This is the best," I said. What that letter described was a thirty-five-year-old jewel.

Mr. X. R. K. studied that letter with such care that I almost began to wish I had torn it up. Then he took the other five letters of the first group and read each one. After that he thumbed over some of the ones at the bottom of the pile Abruptly, he grinned at me, and said: "This is the sort of intelligent helping that I require. Now you tell me all about yourself, and unless you should reveal that you are just out of some reformatory, I think you are my secretary."

To create in the minds of young people the concept that work in the "blue collar" jobs is respectable and honorable and not performed exclusively by persons of low ability, the study of biography will be of considerable assistance. The use of biography is discussed in another chapter. Men who have been elevated to the presidencies of industrial concerns, as in the case of Knudsen of General Motors, Chrysler and Keller of Chrysler Motors, Grace of Bethlehem Steel, Geist of Allis-Chalmers, and many others, rose to their positions from the "blue collar" factory worker or production engineering ranks.

Examples of men who progressed from humble beginnings to posts of leadership through demonstrating an ability to make independent judgments are numberless. Henry Ford started as a mechanic, as did Kettering, the inventor of the self-starter. John D. Rockefeller was a four-dollar-a-week department store clerk. Frank Woolworth began his career as a clerk and window trimmer working for nothing. Bernard Baruch began work as a three-dollar-a-week Wall Street clerk and became a millionaire and adviser to President Hoover and President Roosevelt. An important factor in their success was the ability to do the right thing at the right time, to examine several possible choices open in any situation, to select the right one, and to show initiative.

Pupil interest will quicken if executives in some of the local industrial concerns can be cited as examples of those who have risen from the ranks of manual workers.

For example, a survey of executives in the Standard Oil Com-

pany of California * showed that a recent president began as a fireman in a pipeline station; a vice-president entered as chain-man on an engineering gang; and other executives started as drillers, warehouse men, oil field roustabouts, and tank truck drivers.

The president of Allis-Chalmers Manufacturing Company, Walter Geist, started as an errand boy and advanced through successive stages of promotion to tracer, draftsman, designer, and engineer. James White, production manager of the same company, spent three and a half years working in the shops, on both the heavy and the mass production lines. He declares that "he likes to spend most of his time out in the factory where he can roll up his sleeves and get his hands dirty solving some knotty production problem." †

Walter Chrysler is a notable example of an industrial magnate who began as a mechanic, serving his first of a four-year term as an apprentice machinist at a salary of five cents an hour. In his autobiography he recalled a board meeting of the huge Chrysler Corporation. Studying each executive who sat at the long table, he noted: "They all got their start in overalls. We were, all of us who sat at that table, American workmen in the simple, exact meaning of the term. Those who come after us in the years ahead will be the same, and the reason for this is that there is no way for men to qualify themselves for what we do at that table except by working and learning." ‡

With the onset of the defense effort, the manual worker is being elevated to the position of key man in our war activities. The worship of white collar work rapidly is being dissipated as it is becoming increasingly evident that work which is socially and nationally useful not only is dignified and worthy of pursuit but is equally desirable from the economic point of view.

Interrelationships among Occupations

If the youth of today is to evolve a proper conception of work, he must understand how various kinds of work are related to each other. Rousseau outlined a homily on this point. Writing

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* Kitson, H. D., and Lingenfelter, M. R. *Vocations for Boys*, pp. 4–5. New York. Harcourt, Brace & Co., 1942

† *Milwaukee Journal*, May 17, 1942.

‡ Published serially in *The Saturday Evening Post*, summer of 1937.

in 1762, he cited an example of an exercise which gave an understanding of the interdependence of workers in different occupations and the social contributions of all worthy occupations. Dramatically he pointed out that the energies of all the regions of the world had been taxed and that twenty millions of hands had been at work to create the material for one feast:

We go to dine at an elegant house, and find all the preparations for a feast — many people, many servants, many dishes, and a table-service elegant and fine. All this apparatus of pleasure and feasting has something intoxicating in it which affects the head when we are not accustomed to it. I foresee the effect of all this on my young pupil. While the repast is prolonged, while the courses succeed each other, and while a thousand noisy speeches are in progress around the table, I approach his ear and say to him: "Through how many hands do you really think has passed all that you see on this table before it reaches you?" What a host of ideas do I awaken in his mind by these words! In an instant all the vapors of delirium are expelled. He dreams, he reflects, he calculates, he becomes restless. While the philosophers, enlivened by the wine, and perhaps by their companions, talk nonsense and play the child, he philosophizes all alone in his corner. He interrogates me, but I refuse to reply, and put him off until another time; he becomes impatient, forgets to eat and drink, and longs to be away from the table in order to converse wth me at his ease What an object for his curiosity! What a text for his instruction! With a sound judgment which nothing has been able to corrupt, what will he think of luxury when he finds that all the regions of the world have been put under contribution, that twenty millions of hands, perhaps, have been at work for a long time to create the material for this feast . . . ? *

The modern teacher of business subjects can prepare similar exercises from the subject which he teaches each day. Thus for a class in economic or commercial geography, an assignment aimed to show the worth of all forms of socially useful labor and to instill a sense of appreciation of those who do the work of the world may be developed under the heading, "Workers Who Make Articles I Use," as indicated in the following assignment for pupils.

* *Rousseau's Émile or Treatise on Education.* Abridged and Translated by William Payne. Page 172. International Education Series. D. Appleton & Co., 1926. (Used by permission.)

ASSIGNMENT FOR PUPILS

Give examples of contributing workers, classified according to the new census groupings, for the production of an automobile, a lead pencil, a radio program, bridges, hotel service, bread, clothing, and the articles you have in your pockets or purse. One may begin with the raw materials necessary, with the finished parts, or with the census classification of workers; for example:

(*a*) Name the workers who process the materials (listed below) commonly used in RCA radio-phonograph combination.* Name the workers dependent on them, and some on whom their work is dependent Consult commercial and industrial geography textbooks.

Steel	Bronze	Bakelite	Shellac
Silver	Leather	Phosphorus	Filler
Aluminum	Rubber	Tungsten	Lacquer
Oil	Pitch	Rosin	Plastics
Mica	Carbon	Zinc	Silk
Copper	Enamel	Gum	Cotton
Lead	Fibre	Wax	Wool
Tin	Cord	Celluloid	Rayon
Brass	Paper	Felt	Glass
Iron	Paint	Wood	Dye
Nickel	Ink	Glue	Sealing Wax
Chromium	Isolantite	Varnish	
Cadmium	Mercury		

(*b*) An understanding of the vast combination of human industry required for an automobile may be shown by the following exercise. Blanks are to be filled in by pupils.

RAW MATERIALS USED IN THE MANUFACTURE OF ONE FORD CAR †

Raw Materials	*Quantity*		*Workers Involved*	*Finished Part*
Rubber	69	lbs.	——	Tire
Cotton	60.9	lbs.	——	Cord in rubber tires, choke button Plastic layer in safety glass
Sugar-cane molasses	27	lbs	——	Glue and grease; shock absorber fluid
Soybeans	27.6	lbs.	——	Body enamel, gear shift knob, molding plastic, coil housing
Sheep's wool	3.3	lbs	——	Upholstery, felt washers, noise insulators
Goat's hair	0 35	lb.	——	Cushion

* List supplied by the RCA Manufacturing Company, Inc., 1940

† Exhibit at 1940 World's Fair Ford Cycle of Production, New York City, now at Dearborn, Mich.

Raw Materials	*Quantity*		*Workers Involved*	*Finished Part*
Tung oil	1	lb.	——	Body enamel and paint
Cattle leather	1	lb	——	Leather upholstery
Wood	112 bd. ft.		——	Shipping boxes and door cardboard
Cork	0.25	lb.	——	Gaskets
Asbestos	6.5	lbs.	——	Brake lining
Iron	2300	lbs	——	Rods, axle bars, frame
Coal	4700	lbs.	——	Requisites for reducing iron ore;
Limestone	1500	lbs.	——	Fender, bolts, engine block
Copper	34	lbs.	——	Wire, thermostat, crankshaft
Lead	31.5	lbs.	——	Battery plates
Zinc	14 5	lbs	——	Intake manifold, carburetor
Manganese	14.5	lbs	——	Motor block, crankshaft
Silimanite	9	lbs.	——	Foundation of spark plug porcelain
Sulphur	5 7	lbs	——	Rubber tire; steering wheel
Chromium	2.8	lbs.	——	Protective coatings, rustless steel
Nickel	0.8	lb.	——	Alloying of steel; rim, axle, bolts
Cadmium	0.7	lb	——	Protective plating for brake shoe
Silver	0.0006	lb.	——	Plating of headlight reflectors
Petroleum	72	gal.	——	Sound deadener
Silica sand	74	lbs	——	Source of glass for windshields, windows, and headlight lenses
Aluminum	10.66	lbs.	——	Engine's intake manifold

Each Million Automobiles Use *	*Workers Involved*
16,000 acres of tung trees — tung oil	——
87,500 goats — mohair	——
12,500 acres of cane — alcohol	——
341,000 pounds of castor oil	——
2,060,000 pounds of pine pitch	——
433,125 acres of cotton	——
800,100 sheep — wool	——
20,500 acres of wood	——
250,000 pounds of cork	——
50,000 acres of soybeans	——
20,000 hogs — lard	——
11,280 acres of corn — alcohol	——
30,000 cows — leather	——
69,000,000 lbs of rubber	——
93,000,000 bees — beeswax	——

Workers Involved in the Manufacture of an Automobile

The Cycle of Production exhibit at the Ford Motor Company, Dearborn, Michigan, shows that the automobile industry requires workers in every part of the globe. Employment reaches from the hundreds of thousands directly employed in the automobile plants — back through the thousands of suppliers of those plants

* Exhibit of Ford Motor Co. at 1940 World's Fair.

— back to the raw materials, and the millions engaged in their production, transportation, and early processing. A study of this cycle of production may well be included in a commercial geography lesson.

For this exhibit, 27 typical raw materials are chosen, and the progress of each, through the processing states to the finished car part, is shown by activated models of 142 human figures carved in wood and 133,600 individual moving parts. The Cycle of Production is on permanent exhibit in the Rotunda and hospitality building of the Ford Motor Company in Dearborn, Michigan.

The explanation of how raw materials are transformed by men, management, and machines into the automobile is given by the attending guide:

> Men in every part of the globe and in almost every land help build the new motor cars . . .
>
> The Brazilian working on a vast rubber plantation in the Amazon valley, the nickel miner in Canada's "rand," the Alabama cotton planter, the Wyoming cowpuncher, the Texas goatherd — all these play their vital part in the giant automobile industry.
>
> So, too, do the men who work in the metal industries, and in such varied trades and places as the tung orchards of China, the sugar-cane plantations of Louisiana, the soybean fields of the middle west, the great oil fields in a dozen states, the silimanite mines up in the high Sierras. These men and others in countless other industries everywhere provide the materials which are transformed by the magic of chemistry and metallurgy into the gleaming cars America sends out over the highways of the world . . .
>
> The entire cycle presents a graphic and easily understood symposium of the most important processes carried on in automobile plants or in the factories of the industries which supply parts and the workers engaged. Typical animated models of human figures show a cowboy riding a horse and throwing a lariat; cotton pickers with pickaninnies playing among the bales; a factory worker handling molten glass; a miner trying to tug a stubborn donkey down a steep hill; operators of machines, throwing switches, moving levers or pouring metal, and workers practicing the principle of factory cleanliness as they polish the metal parts of their machines.

Some industries have charts which show the interdependence of many lines of wage-earning activities. For example, the RCA Manufacturing Co., Inc., issues a leaflet showing the materials used in radio tubes.

Some of the textbooks (listed on page 234) provide for studying the number and variety of workers needed to produce the articles we use daily and for developing sympathy with and toleration of people in the various vocational groups. Some of the economic citizenship texts have arranged exercises to stress the importance of the individual worker as an integral part of the world of work and to emphasize our dependence upon him to provide financial stability and to create a market. Suggestions are also made for "de-glamorizing" some of the already saturated professions, such as newspaper reporter, and increasing interest in the less romantic but equally necessary occupations.

A motion picture entitled "Interdependence" portraying the interdependence of workers is distributed by the Harvard Film Service, Biological Laboratories, Cambridge, Mass., for a rental of $2.00 for the first day, $6.00 per week, plus postage. (16 mm., running time 22 minutes.) Another film, *Essential Jobs*, is intended to show the importance of seemingly nonessential workers such as those engaged in producing nails, cocoa, soap, leather, and gloves. The rental fee from the British Library of Information, 30 Rockefeller Plaza, New York City, is fifty cents.

The number of worker contributors to any article of consumption is not the whole story, however. Valuable lessons can be taught by showing how one group of occupational specialists can help or hinder other groups. Thus a strike of railroad workers might throw out of work thousands of factory workers, expressmen, milkmen, paper boys, and taxi drivers in communities quite remote from those where the strikers live. Slowing down products in one plant affects thousands of workers in other plants. The use of the exercises in the preceding section will make pupils aware of the social utility of the various kinds of work, a worker's relation to other workers, and what his work means to other people.

Class discussions may emphasize that a democratic society will not set false distinctions between occupations, will not separate its work and its culture, will not establish a hierarchy of occupations. Democracy implies respect for all socially useful work. The dignity of work which contributes to the maintenance and comforts of society and the contribution of the worker to the social welfare may be better understood by a vista of the vast variety of workers contributing to articles of common use.

1. If you are thinking seriously about a particular vocation, mention a number of other vocations that are related to it. Show how it absolutely depends on certain ones; as, for example, printing depends on papermaking and the manufacture of ink as well as on machinery. Show how other workers depend on it; if workers in that occupation were suddenly thrown out of work, how many other occupations would be bound to suffer?

2. Point out the ethical aspects of the interdependence of workers in some occupation. One who does not do good work on his job may hinder the work of how many others? Of what other workers?

3 A person who starts in one job may find himself presently doing quite a different type of work. Name some jobs to which a beginning clerical worker might advance

4. Consider the work of a stenographer, bookkeeper, and cashier and discuss what each one's work means to other people and his relation to other workers.

5. In the entrance to the Empire State Building, New York City, a bronze tablet is engraved with the names of workers who received craftsmanship awards upon its completion. The workers' names, alphabetically arranged, represent the following occupational groups. In what skills may each individual have excelled in order to be the recipient of the craftsmanship award?

Craftsmanship Awards — Empire State Building

Painter and decorator	Wrecker	Metal lather
Damp proofer	Glazier	Laborer
Steam shovel operator	Tile setter's helper	Cement mason
Roofer	Asbestos worker	Marble setter's helper
Elevator constructor's helper	Tile setter	Marble setter
Steamfitter	Terrazzo worker	Electrician
Stone cutter	Carpenter	Rock driller
Ornamental iron and bronze worker	Elevator constructor	Terrazzo worker's helper
	Sheet metal worker	Hoisting engineer
Stone setter	Steam fitter's helper	Derrickman
Plasterer	Plumber	

6 Out on the bench in the cool, crisp November air, thousands of persons shout cheers of joy and encouragement to the men on the field in front of them — to men who are intent on the game and their working together in order that the winning score may be theirs. Just as each player in this game depends on the others, so does each worker depend on other workers. For example, on what workers did the players have to depend to hold the football contest; that is, what workers made the game possible?

7. Give an instance when you or someone you know experienced the feeling expressed in the following poem that work well done gives satisfaction:

Work *

By Henry Van Dyke

Let me but do my work from day to day,
  In field or forest, at the desk or loom,
  In roaring market place or tranquil room,
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
  "This is my work; my blessing, not my doom;
  Of all who live, I am the one by whom
This work can best be done in the right way."

8. Discuss whether or not prejudice against manual labor is acceptable in a democracy and what we as individuals can do to bring about a better appreciation of socially useful work. Why are occupations that contribute to the well-being of mankind equally honorable?

9. After considering the variety of raw products that go into any manufactured product, discuss the interdependence among workers For a raw product, name the workers required to process it, the workers who are dependent on them, and some of the workers on whom each is dependent For another article in common use, begin with the various classifications of occupations, name gainful workers in each group, and discuss the nature of their work and what their work means to others employed in the same industry.

10. Trace the progress of a letter from the time it is dictated and transcribed by a stenographer, mailed, sorted at the post office, transported, sorted again at the receiving post office, delivered at its destination, read and filed at the receiving office. Discuss the work performed by each worker. Do you consider one job more important than another?

(*a*) Stenographer — takes dictation, transcribes the letter, and sends it to the mailing department.

(*b*) Mail clerk — seals mail, affixes correct postage, and sends letter to the post office.

(*c*) Post office clerks — sort mail received according to districts.

(*d*) Mail truck drivers — deliver mail to the receiving post office.

(*e*) Postman — picks mail up and delivers it to the proper destination.

(*f*) Receiving clerk — receives mail and arranges it according to the department to which it goes.

* Used by permission of Charles Scribner's Sons, publishers.

(*g*) Credit manager — reads letter, takes necessary action on it, and releases it for filing

(*h*) File clerk — files letter in appropriate folder for future reference.

11. Make a list of fifty workers who helped to make possible your morning breakfast, the book you are reading, or your evening radio broadcast.

12. Compare the implications of the following statements:

What I want is work It is work which gives flavor to life. Mere existence without object and without effort is a poor thing. — *Amiel's Journal.* Translated by Mrs. Humphry Ward. Volume II, p 348. The Macmillan Co., 1894

If a man love the labor of any trade, apart from any question of success or fame, the gods have called him. — Robert Louis Stevenson.

SELECTED REFERENCES

BARTLETT, ARTHUR C *Find Your Own Frontier.* W. A. Wilde Co., 1940. Inspirational accounts of people who have found their own frontiers, often against adverse conditions.

BREWER, JOHN M., and LANDY, EDWARD. *Occupations Today.* Part IV. Ginn and Company, 1943.

GREENE, JOHN D. "Our Teen-Age Edisons." *The American Magazine,* July 1941. Condensed in *The Reader's Digest,* September 1941 Young people who are making new scientific discoveries.

KITSON, H. D., and LINGENFELTER, M R. *Vocations for Boys.* Chapter I, "Skilled Trades vs. White Collar Jobs." Harcourt, Brace & Co., 1942.

ROBBINS, ZILA, and MEDARY, MARJORIE, Editors. *All in the Day's Work.* D. Appleton-Century Co., 1944

"They Made Hard, Humble Jobs Stepping Stones to Success." *The Philadelphia Inquirer,* April 23, 1939. Brief accounts of some famous people whose beginning jobs were difficult.

XVIII

Pupil Investigation of Working Conditions

UNDER the topic of working conditions, pupils should investigate (1) problems of labor relations; (2) problems encountered on entering occupational life; (3) qualities including desirable attitudes and personal traits which have helped workers to progress; and (4) causes of unsatisfactory employment or discharge.

Class assignments may include an introduction to labor problems, working environment, and information concerning the working conditions that some of the pupils will encounter. The Educational Policies Commission has recommended * that realistic problems of organized capital and of organized labor should be included in school courses, since our economy has reached a point where neither employers nor employees can be laws unto themselves. The Commission further asserts that for the general well-being of society youths should know, before entering the workaday world, why combinations of capital and labor organizations exist; and they should enter into objective discussions of the conflicting policies of these two groups and their effects on the general economic welfare.

In years ahead, these same youths will be employees or employers. It is believed that the sharpness of the antagonism between these two groups can be lessened if a background of understanding of the problems and objectives of both groups is acquired before the young people leave school. This means that education must give attention not only to problems of employers but also to conditions of labor and of the laboring man — conditions that influence productivity quite aside from diligence and personal skill and constitute factors of economic efficiency or inefficiency.

Many high school pupils will find work requiring a small degree of skill in occupations that can be learned in one week. Workers performing only a small minority of modern occupations of the non-white collar type demand highly specialized training.

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* Educational Policies Commission *Education and Economic Well-Being in American Democracy*, pp. 36–37. National Education Association and American Association of School Administrators, 1940.

A study of 2216 occupations in eighteen major industries that employ a total of 13,000,000 workers revealed that the minimum educational specifications of employers were as follows:

MINIMUM EDUCATIONAL SPECIFICATIONS *

	Percentage of Occupations
None	47.1
Some elementary school	7.8
Elementary school graduation	12.1
Some high school	3 8
High school graduation	20.2
Some college	2.5
College graduation	6.5

The same study showed that the training on the job in over half of the occupations was less than one week:

TRAINING-ON-THE-JOB REQUIRED †

	Percentage for Occupations
None	8.5
One week or less	59.0
More than one week, but not more than one month	11.3
More than one month, but not more than three months	6.1
More than three months, but not more than six months	5.6
More than six months	9.6

Visits to places of employment, talks by workers, and interviews with employees shed some light on working conditions. Schools that maintain contacts with their former pupils and render placement services are in close contact with conditions in the working world. Industry is most co-operative in providing youth with information regarding employment opportunities and requirements. Employers are very generous in their co-operation with schools in an attempt to provide accurate information and better means of measuring potential workers for special jobs.

Some information which will familiarize pupils with the re-

* Bell, Howard M *Matching Youth and Jobs*, p. 56 American Council on Education, 1940.

† *Ibid.* P. 58.

alities of labor problems may be obtained from publications of both employer and employee organizations.

Employer Organization Publications

Three national organizations, representative of employers, collect and disseminate employment data:

The National Association of Manufacturers, 14 W. 49th Street, New York City.
The U.S. Chamber of Commerce, Washington, D.C.
National Industrial Conference Board, Washington, D.C.

Department of Labor Publications

State departments of labor issue many useful bulletins; the United States Department of Labor distributes two publications:

Labor Information Bulletin, the bulletin of the Bureau of Labor Statistics. 75 cents a year.
Monthly Labor Review, which includes material on industrial relations, labor conditions, national income, labor laws, costs and standards of living, minimum wages and maximum hours, wages and hours of labor, employment offices, trend of employment, pay rolls, and a section of book reviews. $3.50 a year.

Women's Bureau Publications

The Women's Bureau of the United States Department of Labor investigates and reports upon conditions and problems connected with women's employment in industry, business, and the professions. These reports point out both the poor and the progressive conditions found in the course of the investigations.

Charts and maps dealing with salaries and distribution of clerical workers are available from this source. Various kinds of graphic materials including motion pictures and exhibit materials may be secured for the cost of transportation. A motion picture, "Behind the Scenes in the Machine Age," features new methods and labor-saving devices in industry.

To date, 180 bulletins present facts on women workers. They may be ordered from the Superintendent of Documents, Washington, D.C., at the prices listed. Mimeographed reports are obtainable only from the Women's Bureau. Some titles of interest to a business education department are as follows:

Bulletin Number	*Hours, Wages, and Working Conditions*
96	Women Office Workers in Philadelphia. 1932. 10¢
120	The Employment of Women in Offices. 1934. 15¢
125	The Employment of Women in Department Stores. 1936. 10¢
132	Women Who Work in Offices. 1935. 5¢
	Occupations and Opportunities
104	The Occupational Progress of Women, 1910 to 1930. 1933. 10¢
117	The Age Factor As It Relates to Women in Business and the Professions. 1934. 10¢
95	Bookkeepers, Stenographers, and Office Clerks in Ohio, 1914 to 1929. 1932 10¢
159	Trends of Employment of Women, 1918–1936. 1938. 10¢
161	Women at Work — A Century of Industrial Change. 1939. 10¢

Books and Pamphlets

An annotated list of recent books and pamphlets concerned with organized labor and suitable for use by workers' groups is published in the December 1, 1940, *Booklist*, by the American Library Association. The American Library Association also publishes a twenty-five cent pamphlet, *Suggestions for a Trade Union Library*, by Orlie Pell. Reference to this material, usually available in public libraries in cities where labor unions exist, would give the counselor some knowledge of labor organizations and their current regulations, some of which frequently prevent young people from entrance into certain vocations.

There are many periodicals which are of general interest to the trade-union member and present current economic facts and conditions from labor's point of view. These are primarily for the members on the union rolls, but may be consulted in many public libraries.

Plays and Novels

Various aspects of labor are discussed in plays and novels described in these bibliographies:

Carter, Jean. *Annotated Lists of Labor Plays.* Affiliated Schools for Workers, Inc., New York City, 1938. 15¢

Anderson, Eleanor Copenhave. *List of Novels and Stories About Workers.* Women's Press, 1938.

School Activities

Courses of study are aiming at better understanding of industrial relations and conditions of labor. Some units on specific economic problems are described in *Learning the Ways of Democracy.** In Cleveland, Ohio, a unit on "Employer and Employee" is taught in the modern problems course. It includes teaching materials on the history, status, and forms of labor unions, the demands and policies of organized laborers and organized employers, and the weapons of economic warfare and tools of economic co-operation. In Los Angeles a unit on "Labor in America" begins by stating, "The purpose of this unit should be to give an understanding of the reasons why labor problems exist, the attempts that are being made to deal with them, and the difficulties that stand in the way. Most students are very shortly going to have to face the question, 'Shall I or shall I not join a labor union?'" With this orientation the unit presents a wide variety of teaching suggestions concerning labor and the labor movement.

Other efforts have been made to interpret labor policies to the schools. Asserting that unions know where there are jobs and have firsthand information concerning the supply and demand for labor, Mark Starr suggests conditions for co-operation between unions and school placement agencies in an article, [11] "Labor Unions as Sources of Occupational Information." He also declares that unions can tell which jobs are waning.

In this article, Mr. Starr, educational director of International Ladies' Garment Workers' Union, suggests that unions co-operate with accredited vocational schools, placement agencies, and organized employers to give firsthand information concerning the supply and demand for workers and to ensure an adequate and skilled supply of labor-power, provided that schools observe trade-union recognition, collective bargaining, and American standards of life.

A Primer on Job Attitudes by Robert Hoppock [7] is a short-unit text on job attitudes and labor problems. The final chapter, "Should You Join a Union?" includes reasons for and against union membership and suggested pupil activities for considering this question.

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* Educational Policies Commission. *Learning the Ways of Democracy*, p. 87. National Education Association and American Association of School Administrators, 1940.

Ordway Tead, in an article, [12] "Youth and the Labor Unions," suggests that advisers and teachers of vocational subjects need the realistic knowledge of the labor union leaders. He maintains that the older unions are actively and constructively concerned with uniform wage rates for newcomers, seniority rights, bases of promotion, safeguarding against arbitrary discharge, provision of special training, establishment of fair standards of performance in terms of quantity and quality of output, adequate care of the sick and disabled, vacations, excessive overtime, removal of occupational hazards, and other matters.

Some educational leaders advocate that in our educating for democracy we recognize the rights of workers to maintain collective bargaining, but that we also recognize the rights of citizens to market their services in a purely individualistic manner. In other words, our society should permit labor organizations to exist and allow anybody to join them who wishes to, just as membership is voluntary in any professional organization. But equally sound is the stand that our society should permit anyone to refuse to join unions, without jeopardizing his opportunity to work.

This involves the principle of the closed shop. Evidence presented by leading authorities on both sides of this question may be weighed from summaries given in *The Closed Shop* in the Reference Shelf series, published by H. W. Wilson Company, 1942.

Legislation Affecting Wage Earners

Youthful job-seekers need to know the procedure for obtaining a Social Security number, as applicants are frequently asked if they possess this number. They should also have an understanding of the laws which affect them as wage earners.

Suggestions for presenting information about Social Security and the Old Age Insurance may be secured from "How to Get a Number; A Lesson Plan on Social Security," in *Occupations*, February 1942. For group instruction, this lesson plan may easily be adapted to a class or club dramatization.

Government publications giving information on these topics are:

A Brief Explanation of the Social Security Act. Informational Service, Circular No. 1, Social Security Board, Washington, D.C.

A Ceiling for Hours, a Floor for Wages, and a Break for Children. Wage

and Hour Division, United States Department of Labor, Washington, D.C. 1939. Free

Compilation of the Social Security Laws. Federal Security Agency, Washington, D.C. 1939. Free

Information for Workers about Unemployment Compensation. Division of Unemployment Compensation, Illinois Department of Labor, Merchandise Mart, Chicago.

Workers and National Defense. U.S. Department of Labor, Washington, D.C., 1940.

The Worker, His Job, and His Government. Vocational Bulletin No. 220. U.S. Office of Education, 1943.

Vocational Education and Changing Conditions. Vocational Bulletin No. 174, U.S Office of Education, 1934.

Personal Qualities and Traits

Just as the pupils should enter the labor market fortified with knowledge of labor relations, they should be informed regarding the requirements necessary to achieve a satisfactory work record.

For pupils interested in clerical work, the values of perseverance and continuity of effort may be italicized, so they will not become discouraged with beginning routine work. There are many examples that serve to illustrate that it is continuity of effort, rather than genius, that is required to achieve success. Those who acquired the ability to do their particular job better than anyone else often worked many years to attain proficiency or to complete an outstanding accomplishment.

Pierre and Marie Curie performed 5,677 experiments in the discovery of radium. It took George Stephenson fifteen years to perfect his locomotive. Watt worked twenty years on his condensing engine. Noah Webster labored on his dictionary for thirty-six years. Harvey labored day and night for eight years on his discovery that the blood circulates before he was ready to publish his findings. Charles Goodyear endured unbelievable deprivations for eleven years in order to perfect his rubber process. Cyrus W. Field experienced one disheartening failure after another in his attempt to lay a cable across the Atlantic. But he kept on and finally succeeded. Edison told many of his interviewers that only one of his inventions came accidentally — the phonograph. Most of his inventions were the result of prodigious labor, of repeated experiments and everlasting trying. For example, Edison and his staff worked for ten years on the electric

storage battery, making more than 10,000 experiments before the results looked encouraging. [9]

By adding to the list of persons (pages 292–3) who started on the lower rungs of the clerical ladder, and by studying their progress, pupils will become aware of many desirable business traits.

The qualities, traits, and attitudes which employers look for when selecting office employees may be examined in the forms and letters reproduced in [6] *Your High School Record — Does It Count?* Here are facsimiles of forms which various firms require job applicants to fill out. In each one appear blanks calling for information about what the candidate did in school: subjects he took, clubs to which he belonged, offices he held, hobbies, etc. Next are shown sample forms showing how these firms rate their employees on the same traits which are stressed in school — punctuality, attentiveness, alertness, vocabulary, ambition, neatness, enthusiasm, voice and speech, emotional stability, and ability to get along with others.

More convincing still are forms which employers send to the principal of the school attended by the applicant, asking for ratings on personal traits, integrity, dependability, and distinctive achievement in extracurricular activities.

Your High School Record — Does It Count? also contains many letters, written by personnel directors describing their methods of selecting and promoting workers, which make suitable dictation material for stenography classes. They prove to an indifferent youth that the record he is making in high school will count for or against him in later years. By examining the actual rating charts and records used by well-known national firms, he will have a keener appreciation of the value that is attached to his high school record.

Causes of Unsatisfactory Employment

In addition to informing young people about the qualities which have helped workers to progress, the practical teacher will make them aware of reasons for discharge. There are several studies of conditions of work that report causes of unsatisfactory employment; many of them conclude that a desirable personality ranks high in the list of qualifications sought by business and industry.

Some years ago the Carnegie Foundation reported, on the basis of their study of 10,000 men, that technical training is responsible for only 15 per cent in the success of an individual in the business world, while personal qualities are responsible for the remaining 85 per cent. [5] The Harvard Bureau of Vocational Guidance found in the study of 4,375 employees discharged by industrial organizations that personality factors are the cause of failure in 66 per cent of the cases, while lack of skill or technical knowledge is the basic reason for the discharge of only 34 per cent. [3] In a third investigation conducted by H. C. Hunt [8] to show causes of discharge and failure to achieve promotion in 76 corporations, 10 per cent of those discharged lacked the needed skills, but 90 per cent lacked the necessary personality qualifications. Only 23 per cent failed to receive promotion because of lack of essential skill, but 77 per cent failed because of lack of acceptable personality or character traits.

Commenting on these facts, practically all industrial personnel leaders agree that few people fail to merit promotion because of lack of specific skills or native intelligence. Employees fail to advance because of character traits such as laziness, tardiness, slovenliness, inability to get along with others, and lack of initiative. They are unwilling to assume responsibility, to exercise care, to co-operate, or to measure up to the requirements of business behavior. None of these qualities depends on inherent ability. All of them could be corrected if the employee tried to do so. Almost anyone can improve the personality and character traits which are his liabilities if he will make the effort to analyze his weaknesses, discover what they are, and endeavor to overcome them. But first he must be convinced that such shortcomings as poor self-control, discourtesy, dishonesty, and lack of dependability must be conquered if one is to advance to fields of wider endeavor.

Pupils should be informed concerning important problems they will encounter in occupational life. The belief that personal pecuniary advantage is the primary objective of preparing for an occupation should be tempered. Promotion to more interesting work or to more favorable working conditions may be included in the youth's plan for advancement.

Several investigations have been made of employees' desires and requirements, revealing that wage rates do not head the list. Of greater importance in workers' minds are working conditions,

intelligent supervision, recognition, appreciation, specific direction, fair play, and a sense of security.

In a study of what employees want from their jobs, *What People Want from the Boss*,* twenty-eight items are listed and the item of pay and salary increases appear in twelfth place on the list. Topping the list is the desire to receive help and direction necessary to get results expected by management. The second requirement is the desire for encouragement to offer suggestions and to try out better methods. Third is the desire on the part of the worker to find out whether or not his work is improving. Other items of greater importance than pay, in workers' opinions, are the desire for information about plans and results affecting the individual's work, the desire for being given reasons for changes ordered in work, the wish for elimination of contradictory or conflicting orders, the desire for complete understanding of the results to be expected in a job, and the certainty of promotions going to best qualified employees.

ASSIGNMENTS FOR PUPILS

1. What are the general provisions for each of these laws?

(*a*) Social Security — Old Age and Survivors Insurance

(*b*) Social Security — Unemployment Compensation

(*c*) Wage and Hour Laws

  Federal

    Fair Labor Standards Act

  State

    Minimum Wage Law for Women and Minors

    Minimum Wage Law

    Women's Eight Hour Law

    Six Day Week Law

(*d*) State Workmen's Compensation Laws providing protection in cases of accidents and occupational diseases

(*e*) Child Labor Laws

2. What kinds of employment are included in each, and what industries and occupations are excluded?

3. What is your state unemployment compensation law?

4. Where and how may employment certificates and Social Security numbers be secured?

5. Discuss the social significance of each law.

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* Houser, J. D *What People Want from the Boss* McGraw-Hill Book Co., 1943

6. How do each of these laws affect clerical workers in your community?

7. What is the number of hours of work established as a ceiling and the wage floor below which wages may not be pushed as safeguarded by the Wage and Hour Act (or Fair Labor Standards Act)? How much overtime must be paid to employees who work a longer week?

8. Report on the development, present status, and forms of labor unions in your city.

9 What are the demands and policies of the organized laborers? Of the organized employers?

10. What services may you receive from your nearest office of the U.S. Employment Service?

11 From the biographies, report about some employee who was promoted because of good attitudes and about one who was discharged because of his attitudes. Justify the employer's action.

12 Among your acquaintances do you know any persons who have made outstanding progress? To what do you attribute it?

13 What biography of a great man or woman appealed to you? How did he attain his goal?

14. What qualities does an employer wish in his workers? Consider your answer from the standpoint of promptness, high quality of workmanship, enjoyment of job, and desire to learn more about the business.

15 "Routine jobs at the bottom can still be filled only too readily from the overflowing reservoir of the untrained. You are being sought for jobs on higher levels." Give an illustration.

16 Below are qualities which help one to reach the top. Give illustrations of each and add others:

(*a*) willingness to learn
(*b*) giving full measure of service
(*c*) being progressive
(*d*) keeping physically and mentally fit
(*e*) being efficient, alert, and co-operative
(*f*) being enthusiastic and studious

17. School is a good place in which to develop the qualities that will later be demanded in industry. Examine yourself to see if you are developing along these lines:

(*a*) Is your school work of such quality that it attracts the favorable attention of your teachers?

(*b*) On the basis of your school work could your teachers recommend you to an employer?

18. Summarize the Federal and state laws concerning collective bargaining rights of workers, unfair labor practices, hours and overtime, workmen's compensation and safety, and social security.

19. From some study concerning success or failure of workers, report on the personal traits which led to discharge or prevented promotion.

20. Observe the desirable personality traits revealed in ten persons generally regarded as possessing pleasing or outstanding personalities.

21. Report on some phase of "Why people fail to hold their jobs."

22. The following incidents * illustrate some problems encountered in business. Discuss the employer-employee relations involved, the working conditions, and the acceptable business behavior. What would you consider the advisable solution to each problem? Cite other cases illustrating other problems of clerical work.

(*a*) Sam has been working one year in the accounting department of a mail-order house. A new department head, Mr. Jones, is appointed The employees resent the new man because he is completely changing the routine of the office. Mr. Jones suggests to Sam that he change his present method of checking invoices. Sam has been checking invoices for the past year and has worked out a quick method. He ignores the suggestion of Mr. Jones. Three weeks later Mr. Jones comes through the office again and asks Sam why he is not following his suggestion. Sam tells Mr. Jones that he believes the method that he is using is better than the one Mr. Jones has suggested.

Questions for Discussion:

(1) What is the problem encountered in this situation?
(2) Why might it be advisable for Sam to accept Mr. Jones's suggestions?
(3) Would it be advisable for Sam to try to influence Mr. Jones to retain the old method?
(4) Would you advise Sam to take the problem to the president of the company?
(5) Demonstrate your ability to show adaptability.

(*b*) Marge is one of a group of three stenographers working in the law office of Mr. Smith. At three o'clock, when Mr. Smith leaves, he states that he probably will not return during the rest of the day. He leaves several law reports for the stenographers to type, saying that it is absolutely necessary that he have them in the morning. When five o'clock arrives, all but Marge decide to leave and to return a half-hour early in the morning to finish the work. Marge knows that neither girl has ever arrived early, even when cases of this kind have come up before. Knowing that these reports are important to Mr. Smith, she feels the other girls should co-operate with her by remaining after five o'clock to finish the work.

* Adapted from Abrams, Ray. *Business Behavior*, pp. 187, 196, 237 South-Western Publishing Co., 1941.

Questions for Discussion:

(1) What arguments do you think Marge should use in trying to persuade the others to remain?
(2) Should Marge try to finish her share of the work after hours if the others decide to go home?
(3) Should Marge complete all of the reports?
(4) If so, should she tell Mr. Smith she completed them after working hours or should she say nothing and let him think they were typed before closing time?

(*c*) June has been working for a year as a typist for a manufacturing company. Gradually she has been given more responsible work and she now takes as much dictation as the other stenographers. She has received no raise in pay, although the business seems to be increasing. She has been investigating the matter of salary in other businesses and has found a position that pays more than her present one. That work, however, would be with people whom she does not like so well as she does her present business associates. If she decides to accept the new job because of the larger salary, she will be in an office smaller than the one in which she now works. Furthermore, the employees in that place are not protected under the Social Security Act.

Questions for Discussion:

(1) What should June do?
(2) If she asks for a raise, should she tell her employer about the other position?
(3) How would you ask for a raise under circumstances such as these?
(4) Should the fact that there is no Social Security protection in the small office influence June's decision?
(5) What are the advantages of Social Security?
(6) Name some positions in your community which are offering the benefits of the Social Security Act.
(7) How could June determine which position offers the best opportunities for advancement?

23. Which of the following problems * would you expect to find in office work at the present time?

(*a*) Placement. What kind of work to enter. Which of two positions to accept. How to apply for a position. Changing positions.

(*b*) Strange atmosphere of industry. Working under pressure of time. Noise and hurry of industry. New methods of procedures. New terminology.

* Adapted from Brewer, John M. "Difficulties Encountered by Young People on Leaving School and Entering Industry." *Education as Guidance*, pp. 367–8. The Macmillan Co., 1932.

(*c*) Different people. Adjusting to both expert, inefficient, and eccentric employees. Obeying orders given by different types of people. Following directions without question, after being allowed to use initiative in school

(*d*) Monotony of work. Long hours. Routine and wearisome work. Performing tasks without learning the reasons for doing them. Lack of authority to make decisions. Homesickness for school.

(*e*) Disappointments. Hard work. Slow advancement. Receiving little praise or gratitude for work well done. Lack of freedom to take vacation when desired

(*f*) Physical difficulties. New muscular adjustments. Working long periods of time.

(*g*) Skill. Lack of facility. Production speed Studying the job.

(*h*) Social and economic difficulties. Wearing suitable clothes. Handling money. Budgeting and saving earnings. Relationships with associates, employers, unions, and community and civic organizations.

(*i*) Understanding the purpose of industry.

(*j*) Morale Attitude toward associates. Judging shop conversations. Boosting versus knocking. Loyalty

24. What are some problems which you encounter in school which may be found on a larger scale in the occupational world? How can you prepare to overcome these problems before you begin work?

25. Read excerpts from a biography that show the trials and tribulations of a young worker and how he overcame the difficulties encountered.

26. What might a person do his first week in a clerical position that would:

(*a*) Reveal desirable attitudes and win his supervisor's approval

(*b*) Reveal undesirable attitudes and make his employer disapprove of him

(*c*) Reveal good attitudes and make his associates like him

(*d*) Reveal poor attitudes and make his associates dislike him

27. In what ways will your employers in clerical work in the future be like your school instructors of the past? In what ways different? Explain.

28. Ask someone who has had office or clerical experience to tell you of mistakes he has seen persons make in dealing with their employers Report these to the class and lead a discussion on what these persons should have done.

29. Should you be compelled to join a union to hold a position? What are the arguments presented by leading authorities on both sides of this question?

30. Discuss the following statement of Rudolph M. Severa of R. H. Macy & Company, quoted in *The Gregg Writer*, May 1943:

There is nothing like being secretary to an executive to learn how to cultivate an executive point of view. As secretary, you understudy the boss, which means that you learn the "how" and the "why" of his policies, so that, if you yourself are of executive caliber, you quickly catch on to the way things must be done Pretty soon he relies on you more as an assistant than as a secretary, which means that you are definitely on the way up.

You see, while you may learn the principles of credit, accounting, advertising, or any other profession, in school, it takes actual working on a job to know how to apply those principles in individual cases And that's something that can't be taught. It has to be learned by observing each case, until you develop the instinct to do it yourself. And there is nothing like a secretarial job to release the first impulses of the executive instinct.

31. Give examples of people who have used occupations in busines as stepping stones to other kinds of work or have used other occupations as stepping stones to business; as, for example:

Miss Joyce Allen started as a stenographer in the purchasing department before being promoted to secretary to Charles Walrod, purchasing agent at the Selznick Studio in Hollywood, after which she was given the post of transportation manager and purchasing agent of that organization.

Bernard Baruch began work as a three-dollar-a-week Wall Street clerk and became a millionaire and adviser to President Hoover and President Roosevelt.

George A. Blackmore, president of Westinghouse Air Brake, was an office boy and stenographer

C. F. Broughton, president of Wamsutta Mills, filled the early jobs of newsboy, bookkeeper, and shipping clerk.

James Francis Byrnes, who held an appointment to the United States Supreme Court before his appointment as director of the Office of Economic Stabilization, began his career as a court reporter in Spartanburg, S.C., and studied law during his leisure hours.

William A. Carson, president of Sunbeam Electric Mfg. Co., was a newsboy and sales clerk.

Miss Ruth Delker, the only woman executive of the Manufacturers Trust Company of New York, began as secretary to the manager of the auto department of a large insurance company in New York City. She later was given the task of reorganizing the office staffs and establishing central stenographic bureaus in several large insurance companies.

George Fielding Eliot was an accountant before becoming an author and lecturer

Edward J. Engel, president of the Santa Fe Railroad, began his career as a stenographer in the purchasing department of the railroad.

Miss Ruth Hoctor began her career as stenographer in the office of the National Association of Credit Men, was promoted to bookkeeper, then to cashier, assistant comptroller, and finally to the position of comptroller and assistant treasurer of the association

John Holmes, president of Swift and Company, began as a Swift messenger boy when he was 15 years old.

William M. Jeffers, national rubber director, and president of the Union Pacific Railroad, was at one time clerk in the maintenance of way department of the railroad.

Maxwell Klein, vice-president of Jacobs Brothers, Inc , manufacturers of scales and precision instruments, started with this company as a general stenographer in the office.

C. K. Leith, consultant on minerals to the War Production Board, started his career by answering an advertisement for a stenographer and typist to C R. Van Hise, world famous geologist

Joseph A. Lyons, who became Prime Minister of Australia and an outstanding statesman following the First World War, started as a dollar-a-week office boy

R. G Martin, president of Electric Auto-Lite, includes the office boy as one of his beginning jobs.

Floyd Odlum, head of the Defense Contracts Distribution Division of the Office of Production Management, was a berrypicker, vegetable sprayer, ditchdigger, celery tender, lumber piler, haberdasher's clerk, house-to-house canvasser, ostrich jockey, map salesman, assistant librarian, manager of dramatics and college periodicals, debater, boardinghouse entrepreneur, law clerk, utilities lawyer, first-class negotiator, amateur of investment companies, and underwriter

John J. Raskob, vice-president of the duPont Company, began his work with that company as a stenographer.

Billy Rose, who ran the Aquacade at the New York World's Fair, began work as a stenographer.

Rudolph M. Severa, manager of the installment sales division of R H Macy & Company, began as a clerk in the credit department of a bank, then served as secretary to the general manager of the Credit Bureau of New York, preliminary to becoming assistant to the general manager

Miss Polly Street, sales manager of William Morrow and Company, used a position as stenographer as a steppingstone to her executive posts

Sigrid Undset supported herself for ten years doing clerical work

Charles E. Wilson, president of General Electric Company, started in the electrical business as office boy at 18.

32. Dramatize the following skit and bring out the desirable attitudes which secured promotion in the business world:

JANE EARNS PROMOTION *

Cast of Characters

Jane Brick, a clerk at the lace counter in a department store.
Sue Brown, another clerk at the same counter.
A customer.
The personnel manager.
The stenographer for the personnel manager.
The buyer for the lace department.

Scenes

SCENE I. The lace counter in a department store, with the Personnel Manager's office at one side.
SCENE II. The Brick home, evening, a year and a half later.

* Adapted from a play presented at Summer Demonstration School, Columbia University, in the summer of 1933, under the direction of Mildred Lincoln, based on "The Story of Two Clerks" in *Reading and Living* by H. Irving Hancock.

SCENE III. The lace counter, following day.
SCENE IV. The lace counter, three years later.

SCENE I. The Lace Counter in a Department Store

(*Jane is dusting the shelves and arranging the stock when Sue enters.*)

SUE. You should have seen that manager glare at me just now. What time is it? I'm not very late.

JANE. It's three minutes after.

SUE. Well, what difference do three minutes make? (*Sue removes coat, begins to help Jane.*)

JANE. You know we're pretty lucky to have this job. It's a good place.

SUE. I don't think it's so much. Pretty dull, I'd say. Now if you could be manager, like that guy that sits down there doing nothing — and think of the little pay we get.

JANE. Yes, but we're just out of high school and do not have any experience. And $10 a week is better than most girls our age get, and we can work up to a raise.

(*Customer enters. Sue, who is nearest, waits on her.*)

CUSTOMER. Can you match this sample of lace?

SUE. Sorry we haven't got it

(*Personnel Manager, unseen by the girls, appears in his office door.*)

JANE (*pulls Sue aside and whispers*). Sue, you'll find it on third shelf down. (*Sue finds the lace and shows it to customer*)

CUSTOMER. Yes, that's it. I want five yards.

(*Sue silently measures off the amount, makes the sale, and customer leaves.*)

PERSONNEL MANAGER (*walking a few steps forward*). Miss Brown, step into my office. (*In office*) Miss Woods, hand me Miss Brown's personnel record card, please Miss Brown, you don't know your stock very well, do you?

SUE. Well, sir, I can't remember everything at once.

PERS. MGR. (*looking at card*). Let's see, you've been here one month, haven't you? High School graduate, a "C" average. Miss Brown, you should be able to learn those laces.

SUE. Yes, sir.

PERS. MGR. Laces may not seem important to you, but you would find them very interesting if you would learn more about them.

SUE. Yes, sir. (*Personnel Manager nods dismissal and Sue goes back to counter.*)

SUE. That manager and his laces make me tired. Who wants to know about laces! (*Picks up bolt*) What could be interesting

about that! (*Looks at watch*) Well, thank goodness it's my lunch time. Are you coming?

JANE. No, I brought my lunch. (*Takes out sandwich*)

SUE. So long. (*Goes out*)

SCENE II. *Jane's home. A year and a half later.*

(*Jane is at a desk bending over a microscope, with books and samples of lace. Sue enters.*)

SUE. Hi, Jane. Say, come on and go down to the show. There's a good one on.

JANE. Sorry, Sue, but I want to finish up this job I've started.

SUE. What on earth are you doing?

JANE. I'm testing these new laces that came in today.

SUE. Testing? What do you mean?

JANE. Why, testing the fibers. Just look at this through the mike. (*Sue looks through the microscope.*) You can tell those threads won't wear, even without a chemical test.

SUE. Huh, you're not getting paid extra for this, are you?

JANE. 'No. But I like to do it. It's so interesting.

SUE. Catch me working nights. They don't pay us enough for the day. Say, how much did they raise you this last time?

JANE. $3. That makes $20 a week now, since our third raise.

SUE. Well, good night! That shows favoritism all right. I only got a dollar raise each time, making only $13 now. You sure must have made a hit with the boss. Some folks get all the breaks. Well, I guess I'll go along or I'll be late for the show.

JANE. Well, so long, Sue Drop in some evening, and I'll show you some things with this microscope. It's a peach, and interesting, too.

SUE. Oh, yeah? (*Goes out*)

SCENE III. At the lace counter in the store, the following day. (*Jane and Sue are at the counter, Jane rearranging the stock, Sue leaning against the counter.*)

SUE. There's the buyer. You said you wanted to see him.

JANE (*looking up*). Oh yes, Mr. Jones, about the laces they sent us yesterday I tested them last night, and these three samples are very poor. The threads used are inferior, and will never wash well.

(*Personnel Manager quietly appears in the door of his office.*)

BUYER. Listen here, Jane, *I* tell you people what to buy in this department, and you mind your own business, see. I know good laces, and these are all right. (*Buyer goes out. Personnel Manager walks in.*)

PERS. MGR. Jane, will you step into my office a moment? (*They go*

into his office.) Be seated. Miss Woods, Jane's personnel record, please. (*To Jane*) What's this I heard you say about testing laces? What kind of a test did you make?

JANE. I examined the samples under the microscope, and then made some chemical tests.

PERS. MGR. How did you learn how to test laces? You had no chemistry in High School, I see by your card.

JANE. You see, sir, I read a pamphlet that came in an order of laces when I first came here, and it was very interesting, so I wanted to learn some more about it. I read a history of laces from the library, and several books about the different kinds of laces, and in what countries they are made. Then I studied our laces, that is, under a microscope, and took an evening course in chemistry up at the High School. The teacher there showed me how to make chemical tests of the fibers. That's how I know the laces we received yesterday are inferior. The company we used to buy from was more reliable and had better laces.

PERS. MGR. Oh, you know the companies, too.

JANE. Well, in learning about the thousands of different kinds of laces, I've had to learn about the different manufacturers.

PERS. MGR. This buyer is leaving us on Saturday. Do you think you could handle that job?

JANE. I'd like to try, sir.

PERS. MGR. Very well then. Beginning next week your salary will be increased 50% and if you prove able to handle the job after next month you will also have the usual commission. Miss Woods, will you please make that notation for the accounting department, and enter it on Jane's card? Jane, I am pleased to think that you have had the initiative and enterprise to conduct this study of the article you are selling. Have you seen this Schedule of Clerical Job Classifications which to office workers pictures the promotional steps ahead? And this is the Rating Scale which is the basis of measurement by which we judge the fitness for progress. (*Points to the following*)·

CLERICAL JOB CLASSIFICATIONS *

B. Simple operations that require the use of a few definite rules. It includes office boys, messenger service, and other simple clerical jobs where only a regular and definite change is made in the work and does not include jobs where a large variety of rules must be understood and applied. Includes doing the work, checking the work, responsibility for a small unit of work or doing the work without a subsequent check.

BB. Supervision of B. work in small groups in addition to sharing in the routine duties.

* Used by Personnel Department, The Northwestern Mutual Life Insurance Co., Milwaukee, Wis.

C. Operations that require the following of a large number of rules, which are, however, very definite and specific.
   1. Doing the work.
   2. Checking the work, responsibility for small unit of same, or doing above work without subsequent check.
   3. Working on cases where the selection of rules which apply depends upon the complete picture of a situation. This may include correspondence where there is latitude in wording but not in action.

D. Supervision of A or B. in large groups, and C. work, or S2 or S3 work in small groups.

E. Operations that involve complete and intensive knowledge of a restricted field, and the taking of action on cases not definitely covered previously; or the making of other than simple calculations.
   1. Doing the work.
   2. Checking the work, handling of papers where question has arisen or adjustment of difficulties is necessary, making of special calculations or performing the more complex E–1 operations.

F. Complete charge of a small unit of work in Class E or a large unit of lower grade work, or assisting in supervision under H. of E. grade work or lower.

G. Operations requiring knowledge of the general principles of the business. Clerk has at command and applies general rules or principles to cases not previously covered, or uses information which can be acquired only outside the Company, or from persons who, through long experience with the Company, have acquired and are exercising such general knowledge.
   1. Doing the work.
   2. Same as 1, only handles more complicated cases.

H. Supervision of any G. work or a large unit of lower work.

I. Supervision over H. work or doing highly technical work.

TYPISTS, STENOGRAPHERS, AND SECRETARIES

S2. Typists.
S3. Stenographers, Ediphone operators.
S4. Stenographers or Ediphone operators doing minor secretarial duties.
S5. Secretaries to Junior Officers.
S6. Secretaries to Executive Officers.

KEY TO RATING SCALE *

1. *Personal Impression* — How do his appearance and manner affect others? Consider his success in winning confidence through his appearance and manner.
   (*a*) — Unusually favorable
   (*b*) — Favorable
   (*c*) — Accepted
   (*d*) — Avoided
2. *Knowledge of Job* — Rating in this case necessarily will be tempered by the individual's length of service, length of time on the job, training, etc.
   (*e*) — Has broad and thorough knowledge of the work in his division.

* Used by Personnel Department, The Northwestern Mutual Life Insurance Co., Milwaukee, Wis.

(*f*) — Has good knowledge and understanding of his own and related jobs.
(*g*) — Understands his own job
(*h*) — Has limited knowledge of his job

3. *Capacity and Adaptability* — Ability to assume more responsibility, ease in grasping explanations, speed and success in mastering new routines, and ability to retain such knowledge.
   (*i*) — Requires practically no teaching, very quick to grasp new ideas, constructive, anxious and able to assume responsibility.
   (*j*) — Learns rapidly, retains instructions, reasonably resourceful, accepts responsibility.
   (*k*) — Normal instruction required, fairly progressive.
   (*l*) — Requires great deal of instruction, routine worker.
   (*m*) — Has approximately reached the limit of his capacity, very slow to absorb, efficiency decreasing.
4. *Co-operativeness* — Helpfulness, willingness to work with and for others.
   (*n*) — Goes out of his way to co-operate.
   (*o*) — Complies willingly with requests of supervisor and fits easily into his group.
   (*p*) — Reluctant to co-operate with others or is a solo performer.
   (*q*) — Causes friction
5. *Dependableness* — Consider whether he will do what you expect him to do and do it conscientiously and thoroughly.
   (*r*) — Very reliable
   (*s*) — Interested in his job, needs little supervision.
   (*t*) — Fairly reliable.
   (*u*) — Wastes time or cannot be relied on.
6. *Effectiveness on the Job* — Consider accuracy, amount accomplished, neatness, and general effectiveness.
   (*v*) — Accomplishes a large amount of work, of highest quality; or is highly effective on the job.
   (*w*) — Accomplishes better than normal amount of work of high quality and occasionally shows greater effectiveness than this.
   (*x*) — Completes assignments in reasonable time with normal accuracy.
   (*y*) — Effectiveness below normal, due to low output, frequent errors, or other causes
   (*z*) — Effectiveness poor.

SCENE IV. *The lace counter. Five years later.*

(*Sue is at the counter. Jane enters.*)

JANE. Hello, Sue

SUE. Well, well, you back again? I supposed you'd stay in New York and enjoy life after becoming chief buyer. You lucky bird! Swell trips, expenses paid, not a care in the world!

JANE. Well, it's not quite that way. There were some long hot days going over laces in those wholesale houses. How are things going here?

SUE (*confidentially*) Say, Jane, maybe you can do me a big favor. I've been discharged. The manager told me I'd be through here Saturday. He said a girl who had been here so long and was worth

only $15 a week wasn't worth keeping. I suppose you've had another raise. How much do you get now?

JANE. I'm getting $4000 a year now, and travelling expenses.

SUE. Favoritism!

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GROOMING BUSINESS PUPILS FOR JOBS

BUSINESS education aims to provide pupils with adequate training to meet the demands of occupational requirements and aids them in the acquisition of business attitudes essential to success in business occupations. These aims are brought to a focus in helping pupils find suitable jobs in harmony with their abilities and interests. As the Occupational Adjustment Study concluded *:

> The very first job secured by the youth after leaving school is an important one for him. It introduces him to his first full-time knowledge of the working world. It provides an opportunity for the youth to fit himself into work that he can do and in which he is interested. For the more capable youth, it may lead to advancement. It may give the youth a feeling of success, of "belonging," of independence and responsibility, or it may create within him the feelings of despondence and frustration. It would seem that if the school is to do anything at all about occupational adjustment, it should make a serious effort to bridge the gap between school-leaving and eventual occupational adjustment by doing all that it can to see to it that the first jobs which youth enter are reasonably in harmony with their abilities and interests.

Grooming pupils for jobs is part of the aim of advisers and teachers whose concern it is to help inquirers intelligently plan their training and their later occupational advancement. To forge ahead in a field of activity presupposes capacity to become proficient in the work to be done and to find in it a certain zest. Those who counsel will make every effort to (1) assist youth to appraise his strong and weak points, (2) offer instruction in methods of seeking employment, and (3) give individual assistance in securing tryout experiences and an occupational foothold in a swiftly changing world.

* Landy, Edward. *Occupational Adjustment and the School*, p. 55. Bulletin of the National Association of Secondary-School Principals, Number 93, November 1940.

XIX

Helping the Business Pupil to Inventory His Assets and Liabilities

IN making wise vocational plans one should take into account his likes and dislikes, mental and physical capacity, economic assets, family background, and work habits. The teacher of business subjects can help pupils to "know themselves" by making effective use of personal data, inventories, tests, and other measuring instruments in the accumulation of information about the pupil.

The American Council on Education strongly advocates the use of cumulative records *:

> Moreover, beginning at about the seventh grade and continuing as long as he remains in school, every pupil needs some individual advice in regard to his future occupation and to desirable courses of study as preparation. Cumulative records of the student's work and characteristics should be started in the early grades and should be maintained throughout the school career as a basis for further guidance. Full-time counselors are to be found at present in fewer than six percent of all secondary schools; the number should be increased in larger schools as rapidly as possible, and similar part-time service should be provided in smaller schools. Small high schools are necessarily at a disadvantage, but should give all possible emphasis to guidance activities, and should seek to improve the qualifications of their personnel for such service.

These data will aid both the pupil and the teacher. They will aid the pupil to take inventory of his assets and liabilities and to chart his future educational and vocational course. They will aid the pupil by preparing him for the employment tests and inventories which many business firms administer to applicants for positions. They will aid the teacher to appraise the pupil's strengths and weaknesses. They will furnish the teacher with a basis for conferences with the counselee.

An individual folder for each student containing his test papers, progress charts, and personal data will assist the teacher in making an appraisal of the assets and liabilities of the individual with

* *Youth and the Future — The General Report of the American Youth Commission*, pp. 136–7. American Council on Education, 1942.

regard to intelligence, capacities, deficiencies, interests, health, character traits, and social characteristics. These data, when compared with the educational and occupational opportunities available in the locality, suggest further courses or units of study, give cumulatively a picture of the individual's growth, help to assess the pupil's vocational assets and potentialities, furnish good orientation for an interview, and serve as a guide for referral to job openings which may lead to satisfactory fields of employment.

Cumulative Record Folder

The cumulative record folder which presents a clear, concise, and useful picture of the pupil will contain these data:

1. Personal data
2. Data on social, physical, and economic status
3. Marks in school subjects
4. Scores on tests of mental ability
5. Other test scores and test papers
6. Record of participation in extracurricular activities
7. Vocational plan and ambitions
8. College or advanced education plan
9. Some indication of reading interests
10. Scores on tests of vocational proficiency
11. Rank in class according to average of marks in school subjects and rank according to average of two or more tests of mental ability
12. Anecdotal records
13. Interest inventories or check lists
14. Choices of vocational conferences for each year
15. Choices of hobby groups for each year
16. Autobiographies
17. Reports of work experiences
18. Information about preferences regarding employment

If this folder contains the typewritten comments on business, vocational, and leisure-time books read and abstracted during the typewriting class period, the teacher will have additional aids to analyze the strengths and needs of individual pupils, to suggest new possibilities for growth, and to stimulate them to work toward new goals. Following are some detailed suggestions.

Contents of Cumulative Record Folder

Personal Data. A personal data record, filled out by pupils each year and added to the cumulative record folders, presents

considerable useful information. The following form may be mimeographed and filled in during a very short homeroom or assembly period:

PERSONAL DATA

Date ________

Name ______________________ Address ______________________

Distance from school ____________

Parents' Names ______________________ Telephone ____________

Date of birth ______________ Place of birth ______________

How do you get to school? Bus ___ bicycle ___ walk ___ private car ___

How long have you lived at your present address? ______________

Where did you live before? ____________ ________ For how long? ____

		Number	Occupation
Number and occupations of members in your family:	Brothers older?	___	____________
	Brothers younger?	___	____________
	Sisters older?	___	____________
	Sisters younger?	___	____________

Father's occupation ____________ Mother's occupation ____________

Immediate members of your family in the Armed Forces ____________

Do you find school work difficult? ________

What subject do you like best? ____________ Least? ____________

What subject do you find most difficult? __________ Easiest? __________

Grade repeated? ___ For what subjects in H S. have you received no credit? ____

Where do you usually read or study at home? ______________

How many hours a day do you usually read or study at home? __________

Do you have a public library card and take out books? ____ How often? ____

Name two books that you have read recently that you liked.

______________________ ______________________

What magazines come to your home? ______________________

Which one do you read the most? ______________________

What newspapers come to your home? ______________________

Which parts of the newspaper do you read? ______________________

How many hours of the twenty-four do you usually sleep? ____

Do you have good health? ______________ Do you wear glasses? ____

What are your chief recreations? ______________________

In what school activities do you participate? ______________________

In what outside activities in school, church, club, or social organization do you take part? ______________________

What do you like best to do there? ______________________

What leisure-time interest do you have that you think would enhance your value as an employee in the kind of work you hope to do? ______________

Do you work outside of school hours? ___ Regular job? ___ Work at home? ___

If so, what part of the work do you like best? __________ Least? __________

What other work experience have you had? ______________________

In what vocations are you interested? ______________________

Do you plan to go to college? ______________________

If you plan to earn your expenses at college or other school of training beyond high school, what work do you hope to do? ______________________

What work would you like to do best ten years from now? ______________

Do you enjoy school? ____ What about it do you enjoy most? ____________

What about it do you think could be improved? ______________________

Additional comments or information ______________________

What are you doing to assist the war effort? ______________________

Anecdotal Records. Reports made by faculty members of incidents which have a bearing on occupational plans also aid an adviser. For example, a boy who had for three successive years listed "news photographer" as his choice of occupation was asked to take a photograph of an exhibit in the classroom. His failure to produce a clear picture, after several attempts, was regarded as having occupational significance.

These may be filed in the cumulative record folder and referred to before the individual conference. Provision for these anecdotal records may be made on the following forms:

ANECDOTAL RECORD

(Description of an episode, occurrence, or observed behavior)

DIRECTIONS FOR THE TEACHER OR COUNSELOR: If in your observation of high school pupils, you note an episode or occurrence which may have implications for their future vocational plans, the educational preparation for future work, or their occupational adjustment, please fill out this blank for addition to the cumulative record folder. Anecdotes should be specific and descriptive rather than general or philosophical. Use descriptive terms.

Please indicate whether the incident or episode is, in your opinion, typical of this student or one which indicates some variation from his usual behavior or attitude.

____________________________ __________ __________

Name of student Grade Date

I believe this is typical of this student ______

or

I believe this is unusual or a deviation from his customary behavior or attitude ______

Signature of teacher __________________________

EPISODE *(written by teacher or counselor)*

Carol Mae Hanson has indicated an interest in occupational therapy on her personal data sheet. The following reaction, written as a personal conclusion to her study of a vocation, explains her change of vocational interest.

> It was earlier in the year that I chanced upon the book *Betty Blake, O. T* I read through that rosy-colored story of an occupational therapist, and it appealed to me very stronglv. The book played up the psychological angle of the work, and psychology has always fascinated me. But since I began a more intensive research on the subject, and have received a fuller view of the work, I have my doubts about going into occupational therapy Science, in my estimation a dry and uninteresting subject, plays too important a role in the work, and I feel that it would be a serious mistake if I were to try to "exist" through first the training and then the practical experience of occupational therapy work.

Vocational Life History or Autobiography. An autobiography, if written honestly, yields information to supplement and complement other vocational interest data.

If pupils in typewriting classes prepare an autobiography in their English classes, they may be given credit for typing them. Otherwise, they may be asked to compose at the typewriter, or type from notes, a vocational life history.

Two or three weeks in advance, a pupil may be asked to think about the things he liked to do from early childhood and to have friends and members of his family help him to recall his dominant interests at various stages in his life. It should be made clear to the pupil that the purpose is to discover in his life history any clues to the kind of vocation and avocation in which he would be most efficient and happy. He may be asked to organize his material in sequence in three periods. grade school years, high school years, and his hopes for future years.

SUGGESTED OUTLINE FOR VOCATIONAL LIFE HISTORY

	Grade School Years	*High School Years*	*Hopes for Future Years*
Games I liked best			
Hobbies and leisure interests I liked best			
Kinds of people I liked to be with			
Kinds of people I admired			
Experiences which marked turning points in my vocational life history			
Kinds of work I liked best			
School subjects I liked best			
Occupations for which I wished to prepare			

Some autobiographies will be rich in clues that will give a discerning adviser insight into the pupil's vocational interests. They will also throw additional light on the reactions of the pupil and enable the teacher to understand him better. Biographies possess many limitations, however, and the user should proceed with caution and not place more reliance than is justified on interests revealed. When in doubt, no harm will be done in encouraging a pupil to study the requirements of the occupa-

tions to which his vocational interests point and to compare their individual demands with his capacities as far as they can be determined.

Reports of Work Experiences. Another useful personal report may be obtained by giving each advanced stenography and typing student a National Clerical Ability Rating Sheet and asking him to give it to someone for whom he has worked during the past semester, who will check his various qualities. As each pupil has been assigned to a faculty member for some clerical and typing work, the pupil may ask for this report from him. The following explanation may be given to the faculty:

> Your student typist may bring you a copy of the Personality Rating Schedule which is included in the National Clerical Ability tests and ask you to check it. It will be appreciated if you will do so and return the rating to me for confidential use in counseling.
>
> The reason the form is given to the student to distribute is that he is asked to rate himself before giving it to someone for whom he has worked, and it is hoped that this self-analysis will stimulate the pupil to efforts in the direction of self-improvement. Finding it necessary to rate himself on these qualities and realizing that you will rate him on the basis of his semester's work with you, he may be brought face to face with his weaknesses with the result that he may take immediate steps to reduce them.
>
> Your ratings will be used, not to discourage or dishearten pupils, not to flatter them unduly, but to help pupils analyze their strengths and weaknesses and become aware of their capacities and limitations in the qualifications required of clerical workers.
>
> It is thought that the qualifications will be brought home more forcibly if the pupil requests the rating, and it is hoped that your evaluation of his clerical assistance can be used to stimulate him to take steps necessary for self-improvement.

Other reports of work experiences are discussed in the chapter on tryout, pages 385–386.

College or Advanced Education Plan. A record of the pupil's plan for further schooling is helpful. The form on page 309 may be filled out during a homeroom or assembly period, preferably about the middle of the year and following the "College Day" program. The information will assist in marshaling facts concerning the pupil's vocational and educational plans, whether in confirming plans already made or in formulating new ones. It will furnish a comparison with the personal data sheet filled out at the be-

ginning of the year. It will provide available data from which the counselor may select in advance a few leading items for use in the interview, both in opening the conversation and in focusing it upon the pupil's most urgent problems.

INQUIRY CONCERNING COLLEGE PLAN

Date ________

1. Name ________________________ Sex ________ Class ______
2. How old will you be when you graduate? Years _____ Months _____
Telephone
3. Home address ________________________ Number __________
4. Parents' names ________________________
5. Father's occupation __________ Mother's occupation __________
6. Father's business address ________________________
7. Church membership __________ or preference __________
8. Do you plan to go to college? After graduation _____ Later _____
9. What type of college, school, or university do you plan to attend. State university ___, privately endowed university ___, large college ___, small college ___, junior college ___, woman's college ___, men's college ___ co-educational ___, business college ___.
10. Geographic locality preferred ________________________
11. Specific institutions under consideration ________________________
12. Special reasons for desiring to enter these schools ________________
13. In what fields of study will you be interested? Agriculture ___, Art ___, Commerce & Bus Admin. ___, Dentistry ___, Engineering ___, Home Economics ___, Journalism ___, Law ___, Liberal Arts ___, Medicine ___, Music ___, Nursing ___, Physical Education ___, Secretarial work ___, Speech and Dramatics ___, Teacher Training ___, others __________
14. Check activities in which you have participated Football ___, Basketball ___, Track ___, Tennis ___, Golf ___, Band ___, Orchestra ___, Glee Club ___, A Cappella Choir ___, School Paper ___, Dramatics ___, Yearbook ___, Debate ___, Forensics ___, G A A. ___, Student Council ___, others _____
15. In what hobby clubs have you participated? ________________
16. What offices in student organizations have you held? (Class officer, captain of athletic team, etc.)

____

____

17. If you go to college, do you plan to earn your expenses? _____ Part ___, All ___, None ___
18. If so, what work do you hope to do to earn expenses?
19. If you wish to be recommended for a scholarship or student aid, what do you consider your "strong points"?
20. On reverse side of page, please write an account of:
    (*a*) The things you have accomplished that have given you the greatest satisfaction
    (*b*) Your purpose in selecting ______________ as a career
    (*c*) Your plans and aspirations for the future
21. Further comments or information

The following information, given at the time of a test of mental ability, may be duplicated for the individual folders.

Pupils are in a serious mood when they fill out the form, and the information is useful to note the progress of vocational plans.

This form for seniors

COOPERATIVE PROGRAM INFORMATION BLANK—1942-43

Wisconsin Secondary Schools and Institutions of Higher Learning

h s. Percentile

My name is ______________________________
(Please print) Last name First name Middle name

Home address ______________________________ , ______
Number and street City

Boy ☐ Girl ☐
(Check One)

High School: ____________ Date of birth: ____________

Do you expect to attend college? Yes ☐ No ☐ (Check one) When? Year of 1943-44 ☐ Later ☐ (Check one)

What institution do you definitely plan to enter? ____________
(Give name of teachers college, county normal, private college, university, or business college.)

If undecided, list institutions which you are considering attending. ____________

What vocation or profession do you plan to pursue so far as you know now? ____________

Occupation of parent ____________

Countries of ancestry (i e , foreign extraction) Father ________ Mother ________
(e g., English, French, German, Italian, Jewish, Swedish, Negro, etc)

Number of children in your family Older than you ___ Younger ___ Total ___

Score

Tests and Other Measuring Instruments. There are three distinct ways in which the results of tests may be used in enhancing service to students:

(1) In selecting students likely to profit by the instruction
(2) In measuring objectively progress in the acquisition of skills
(3) In determining the final level of skill as a basis for placement

Many pitfalls have been encountered in trying to use vocational aptitude tests as scientific devices for selecting students. The reliability of the tests is extremely low. The validity of most of them is in question, one obstacle to the establishment of validity being that there are few acceptable criteria of success in occupations with which to compare standings on the tests. A thorough discussion of the use of tests may be found in *Aptitudes and Aptitude Testing* by Walter V. Bingham, in which he gives this warning *:

Vividly aware of inadequacies in many widely heralded tests, and realizing the pitfalls into which it is all too easy to stumble when

* Bingham, Walter V. *Aptitudes and Aptitude Testing*, p. 210. New York City: Harper and Brothers, 1937.

giving them and when weighing the significance of the individual scores, the practical psychologist is reluctant to commit himself as advocating any tests whatever, with the possible exception of some paper-and-pencil examinations such as the more searching standardized tests of school achievement and of academic aptitude.

Even were tests developed to a point where they could supply valid and reliable information, it must be recognized that some factors of great importance, such as industriousness, persistence, effort, drive, co-operation, and degree of motivation are not susceptible to measurement by tests. There is agreement also that interest, personality traits, and work habits are important factors in achieving vocational success. Consequently, each test score or observation must be considered as representing only one small part of the individual's total aptitudes, accomplishments, or personality traits and must not be regarded as a final appraisal. One must constantly look for supplementary evidence to use with the test data.

Even if vocational aptitude tests were technically perfect, they would not play so large a role in vocational guidance as many people believe, for investigations have shown that what makes workers unsatisfactory in employment is not ineptitude or incompetency, but in from 60% to 95% of the cases studied, failure to make temperamental adjustments and to work harmoniously with others.

Realizing these limitations, the teacher of business subjects may be interested in tests which have been found most useful by three agencies: The Vocational Service for Juniors, New York City; The Psychological Corporation, New York City; and the Horace Mann School, Teachers College, Columbia University. The list of tests and inventories used in the Vocational Service for Juniors may be found in *Counseling Young Workers* *; those found most useful in The Psychological Corporation are listed in their leaflet, "Suggested Aids for High School Guidance Programs" †; and those used in the Horace Mann School are discussed in *Records, Reports, and Illustrative Case Studies*.‡

* Culbert, Jane F., and Smith, Helen R. *Counseling Young Workers* New York City: Vocational Service for Juniors, 1939.

† Bennett, George K. *Suggested Aids for High School Guidance Programs*. New York City The Psychological Corporation, 1937.

‡ *Records, Reports, and Illustrative Case Studies — Individual Development and Guidance*. Summer Demonstration School, Teachers College, Columbia University, New York City, 1936.

Clerical, mental ability, reading, vocabulary, and achievement tests may be administered as parts of the six-week or semester examinations. Interest and personality inventories may be given only to volunteers; students may be invited to examine several forms and select the ones they would like to fill out.

Papers may be scored in terms of the norms given in the manuals of directions accompanying the tests and placed in the folders for later analysis of individual items. A group profile chart gives the teacher the relative position of each person's score in relation to those of other members of his group.

Specimen sets of most tests may be purchased for 25¢ each and quantity orders of any or all tests may be purchased at list price plus transportation from The Psychological Corporation, 522 Fifth Avenue, New York City, or from the individual publishers.

A list of tests in common use and a valuable list of reference books may be consulted in *Minimum Essentials of the Individual Inventory in Guidance.**

(*a*) *Tests of General Intelligence.* Although a score made on an intelligence test does not point to any specific occupation which the individual should enter, it is a partial index of the intellectual achievement that may be expected of an individual and of the highest grade in school that he is likely to reach. Furthermore, an individual whose intelligence is considerably below the median should not be encouraged to consider an occupation requiring a college education, as considerable data exist indicating that he probably would not be able to do college work successfully. The following tests are recommended:

Otis Quick-Scoring Mental Ability Tests

Gamma Test for grades 9–16. Revision of the Otis Self-Administering Test. Items of vocabulary, opposites, analogies, mixed sentences, reasoning, and proverbs reoccur at different levels of difficulty.

Terman Group Test of Mental Ability

Contains ten subtests: general information, best answers, word meaning, logical selection, arithmetic, sentence meaning, analogies, mixed sentences, classification, and number series This test enables the teacher to analyze the pupil's strong and weak points and to determine where remedial procedures are needed.

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* Ruch, Giles M., and Segel, David. *Minimum Essentials of the Individual Inventory in Guidance* Washington, D.C.: Occupational Information and Guidance Service, U.S. Office of Education, 1940. 15¢

Henmon-Nelson Test of Mental Ability

A four-page test of 90 items which takes thirty minutes to administer to the group. Easy to score.

American Council on Education Psychological Examination for High School

Composed of four parts involving English completion, arithmetic reasoning, analogies, and opposites. Requires one hour to administer.

(*b*) *Clerical, Vocabulary, Filing Tests.* There are several tests designed to measure skills required of office workers:

The Chicago Test of Clerical Promise. Science Research Associates

Designed to measure the following skills which constitute key demands for clerical workers: accuracy in spelling, simple arithmetic, memory for oral instructions, checking names and numbers, vocabulary usage, arithmetic reasoning, and accuracy in copying.

Detroit Clerical Aptitude Examination

Tests speed and accuracy in copying, coding, comparing, computing, assembling, checking, verifying, and general information.

Fundamentals Test of the National Clerical Ability Tests

Prepared annually under the auspices of the Joint Committee on Testing Representing National Office Management Association and National Council of Business Education. This test is designed to measure command of certain fundamentals, such as correct spelling, proper use of words, use of good grammar, solving simple arithmetic problems, and business information.

Minnesota Vocational Test for Clerical Workers

Number comparison and name comparison

O'Rourke Clerical Aptitude Test

Tests alphabetizing, simple computing, classifying, comparing names and addresses, arithmetic calculating, and filing

Thurstone Employment Test in Clerical Work

Good to check efficiency in alphabetizing, spelling, checking, classifying, matching, coding, and following directions.

Scott Company File Clerk's Test

Fifteen minute test of six subtests: number checking, name checking, alphabetic filing, numerical filing, topical filing, and paragraph comprehension.

Barrett-Ryan-Schemmel English Test

Recommended for a stenography class. Tests grammatical forms, diction, punctuation, and sentence structure

O'Rourke Vocabulary Test
DeMay-McCall Rapid Survey Test in Fractions

(*c*) *Inventories of Interests.* Counselees who fill out forms such as the following go through a healthy exercise of introspection regarding interests that should be taken into account in making plans for the future. These inventories establish rapport, reveal fields of interest, provide direction for the vocational interview, and disclose the need for further exploratory activities.

Preference Record. G. Frederic Kuder. (Revised) 1943.

The respondent expresses his preference for one member of each of 330 pairs of activities. His choices are then scored on seven scales. scientific, computational, musical, artistic, literary, social service, and persuasive. These scores may then be converted into a profile indicating relative interest in each category.

Specific Interest Inventory. Brainard-Stewart.

Form B for boys, G for girls. Calls for an estimate of the degree of enjoyment found in each of many specific activities grouped under twenty headings Considered an aid in sharpening a pupil's thinking about his trends of interest and in furnishing points of discussion in the vocational interview.

Vocational Interest Inventory. Cleeton. (Revised) 1943.

600 items aimed to reveal interests similar to those of people in nine occupations.

Interest Questionnaire for High School Students (Boys). Garretson and Symonds.

234 items toward which the pupil indicates his interest, indifference, or dislike; scored so as to indicate the resemblance between a boy's interests and those of students in academic, technical, and commercial high schools. Designed for use in Junior High School.

Occupational Interest Blank for Women over 16. Manson.

Scoring scales are made out for ten occupations: teaching, higher clerical, secretary, stenographer, office manager, office clerk, bookkeeper, retail saleswoman, sales proprietor, and trained nurse

Aid to the Vocational Interview P. S. Achilles

Designed to draw out expressions of both vocational and avocational preferences of adults. A convenient blank which is not so pretentious as a test and doesn't purport to have any scientific scoring in order to be an aid to an interview.

Check List for Self-Guidance in Choosing an Occupation. Robert Hoppock.

Series of 156 questions designed to induce the respondent to analyze jobs and himself.

A Check List of Occupations. Margaret Hoppock.

An alphabetical list of 668 job titles for the respondent to check preferred occupations, double-check the five most liked, and cross out those disliked.

Vocational Interest Blank for Men. E. K. Strong, Jr.

8 page leaflet listing 420 items covering occupations, amusements, school subjects, activities, peculiarities of people, and estimates of present abilities and characteristics. The individual indicates whether he likes, is indifferent to, or dislikes each item. Scoring is complicated and expensive. Requires one hour to score one blank.

Vocational Interest Blank for Women. E K. Strong, Jr.

Like the blank for men, the purpose is to ascertain the extent to which a woman's interests resemble the interests of women who are representative of various occupational and professional groups

(*d*) *Personality Inventories.* The teacher will readily recognize that in planning one's occupational life, personality traits should be considered. Much effort has been expended in the development of tests and other inventories which might measure these factors. The story of their development is intricate. However, inasmuch as psychologists are not willing to assert that there are unitary traits such as industriousness, perseverance, etc., naturally a test would not be expected to measure them. The teacher of business subjects would be on firmer ground if he would undertake a program to help each individual to *acquire* personality traits that are useful in business vocations.

In view of the current publicity given to psychological tests, certain business education teachers may be tempted to use them. Their use, however, is fraught with many technical complications. Even when administered by a professional psychologist they rarely play a decisive part in planning for a career. The task of vocational guidance involves thorough inventory of the individual from the physical, social, and economic as well as the psychological point of view. It also involves a thorough acquaintance with occupational literature and occupational conditions. To assist the individual in marshalling facts, weighing them, and arriving at a decision for which the individual must himself take responsibility, the following may be occasionally used by a teacher of business subjects:

Adjustment Inventory. Hugh M. Bell.

Contains 140 questions dealing with behavior in home, health, social, and emotional adjustments. Takes 40 minutes to administer. Sometimes useful to indicate students who require advice.

Adjustment Questionnaire. P. M. Symonds.

Designed to measure adjustment of school pupils to curriculum, social life, administration, teachers, pupils, home life, and personal affairs.

Personality Inventory. R. G. Bernreuter.

125 questions regarding an individual's customary behavior designed to measure the degree of four personality traits. extroversion, nervous stability, self-sufficiency, social dominance, self-confidence, and sociability. Requires one hour to score.

(e) *Social Usage Tests.* A full discussion on social competence is contained in *Social Competence and College Students* by Esther Lloyd-Jones, published by the American Council on Education, 1940. Some group tests which are good for introducing discussion on business etiquette are the following:

A Test on Social Use. Stevenson and Millet.

Good for introducing discussion on etiquette. True-false questions covering living with others, meeting people, pen in hand, accepting with pleasure, when mealtime comes, dating, dancing, invited out, in the public eye, going places, staying a while, and as others see you.

A Test of Knowledge of Social Usage. Strang, Brown, and Stratton.

Tests approved rules of courtesy in table manners, good taste in dress and appearance, manners for guest and host, good form in walking with people, respect and consideration for others, good form in talking with and meeting people, behavior in a group, respect for property, good manners at performances and games

(f) *Personality Rating Scale.* Two personality rating scales are the Hughes Graphic Rating Scale and the Personality Report form, prepared by the American Council on Education, and the National Business Council Rating Scale, which is a part of the National Clerical Ability Testing program. One use of the former scale, discussed on page 308, provides for consideration of the pupil's self-ratings as compared with the ratings of a teacher.

Pupils may be interested in knowing the qualities on which civil service applicants are rated by the persons named as reference:

Quality of the work performed by the applicant
Quantity of work performed by the applicant
Judgment, reasoning ability, and common sense
Forcefulness and strength of character
Executive ability
Initiative
Disposition and ability to work with others
Physical fitness

Each homeroom group may be shown a copy of the Personality Record of the Secondary-School Record, * which is sent

* National Association of Secondary-School Principals of the N.E.A 1201 Sixteenth Street, N W., Washington, D.C., 1941.

by some schools to colleges with transcripts of credits. A comparison with the qualities on the Civil Service Rating Scale will show the importance of initiative, as it is the only trait included in both lists. The Personality Record allows for a five-point rating of: Seriousness of purpose, Industry, Initiative, Influence, Concern for others, Responsibility, Emotional stability.

(g) *Achievement Tests.* Although some of the instruments heretofore mentioned have been of dubious value, everyone must agree that tests for the measurement of achievement of school subjects are of well-grounded merit. Thus, at the end of a semester, a teacher of typewriting can give a standard achievement test which will enable him to tell how many members of his class reach the standard which is set by thousands of measurements and how many fail to reach that goal.

The conscientious teacher of business subjects who wishes to give vocational guidance can use the scores made on achievement tests to inform pupils how they are progressing in their preparation for their vocational objectives. The teacher also will scrutinize the achievement marks to determine if they are in line with the vocational aim, to make pupils aware of their highest scores, and to learn if the pupils are working up to their probable capacity as indicated by their tests of mental ability.

Achievement tests related to business education are described and summarized in two sources:

Bibliography of Tests and Testing in Business Subjects, Monograph 42. Cincinnati: South-Western Publishing Company, 1939. 36 pp.

Tests and Measurements in Business Education. By B. R. Haynes, M. E. Broom, and M. Hardaway. South-Western Publishing Company, 1940. 400 pp.

The National Clerical Ability Tests, prepared annually under the auspices of the Joint Committee on Testing Representing the National Office Management Association and the National Council of Business Education, are the best achievement tests in business education. Many business firms are now using these tests for selection purposes to determine the skills and achievement of applicants. At present clerical ability tests are included for the following positions: stenographer, machine transcriber, typist, bookkeeper, file clerk, and keydriven calculating machine operator.

Each person who takes one of the above tests is required to take also both a general information and a "fundamentals" test.

To receive a certificate of proficiency, candidates are required to take the tests in a Test Center, where fifty or more testees are enrolled. However, tests of former years may be purchased for individual school use. A complete set costs $1.55. Twenty-five or more copies of any test may be purchased for twenty cents each. Short forms of the tests are being prepared and experimented with under the direction of F. G. Nichols of Harvard University.

The Yearbook of the Eastern Commercial Teachers Association for 1937 contains the tests that were used experimentally in June 1937. Current information may be obtained from the Joint Committee on Tests, Lawrence Hall, Kirkland Street, Cambridge, Massachusetts. *The Journal of Business Education* in November 1938 * gives a complete description of the testing program as follows:

PURPOSES OF THE NATIONAL CLERICAL ABILITY TESTS

1. To provide an authoritative device, somewhat comparable to the College Board Examinations, for use in measuring the qualifications of public and private business school graduates for some of the more common office occupations for which vocational training is given.

2. To assist business teachers and others who are responsible for vocational business training programs in attempts to bring their course offerings and testing procedures somewhat more into line with sound principles and practices in the field of vocational education.

3. To assist educators in their attempts to insure for vocational business courses students who possess the aptitudes, interests, and abilities required for the kinds of work for which they seek preemployment training.

4. To provide employers of office help with a better means of appraising the qualifications of applicants for clerical positions, and to provide a certification plan which will, to some extent, obviate the necessity of giving employment tests to applicants who have graduated from public and private business schools.

5. To bring office managers and other employers of clerical help into a closer working relationship with business educators in public and private schools.

* *The Journal of Business Education.* 512 Brooks Building, Wilkes-Barre, Pa. November 1938.

These clerical ability tests are based on the duties which clerical workers perform. They are, in fact, but samplings of the kinds of things which office clerks do as a part of their daily round of work. They differ from conventional school tests in many ways, but the most important difference is found in the fact that they are endurance tests as well as speed tests.

No one of these tests includes a short speed test, but all are tests of the testee's ability to get out a reasonably large volume of work in a relatively short time. In all cases an attempt is made to simulate actual working conditions.

For example, the stenographic testee takes dictation (not reading) nearly an hour and then transcribes two full hours. Only usable transcripts are accepted.

The typing test includes eight or ten samples of everyday office typing, but no spurt-speed test. The testee is allowed two hours in which to complete the whole job. Only usable items are accepted. If less time is required for the job additional credit is given.

The bookkeeping test consists of a straight bookkeeping project which requires the testee to go through the complete accounting cycle and produce acceptable results in a period of three hours, with additional credit for taking less time to complete the project.

The machine transcription test calls for the transcription of one full dictating machine record, with a time allowance of one hour and additional credit for taking less time than is allowed.

The keydriven calculating machine test is a sampling of work done on this type of machine, with a time allowance of two hours for the whole job.

The filing test is one which measures the testee's knowledge of the science of filing.

Other achievement tests include:

Qualifying Test for Ediphone Voice Writing.

Aims to select those who are qualified in English, spelling, punctuation, syllabication, and letter arrangement, and consequently those who would benefit from a thorough course of Ediphone Voice Writing instruction.

Test on Instruction Course in Visible Record Keeping.

Distributed free to users of the practice equipment of Remington Rand, Inc.

Test on Library Bureau Instruction Course in Filing.

Based on *Progressive Indexing and Filing* of Remington Rand, Inc.

Test on Points of the Business Letter by Lessenberry.

(*h*) *Civil Service Examinations.* Samples of Civil Service examinations are provided in the advance announcements of the typewriting and stenography tests and may be mimeographed for class achievement tests.

The typewriting test consists merely of copying from plain copy a simple exercise, word for word, line for line, for ten minutes. When the exercise is completed, a double space is made and the same short exercise is repeated. Erasures or corrections are not permitted.

The junior stenography test comprises dictation and transcription of one exercise of 240 words, dictated at the rate of 80 words per minute. Two exercises of the same length are dictated at this rate of speed, and contestants have ten minutes to study their notes and select the one they prefer to transcribe in the additional twenty minutes allowed. Senior stenography tests are dictated at the rate of 96 words a minute.

To show students the modest attainment standards for meeting Federal requirements for Civil Service appointments of junior stenographers and typists at salaries of $1440 a year, a sample test is given here.

DESCRIPTIONS AND SAMPLES OF THE TESTS FOR STENOGRAPHER AND TYPIST EXAMINATIONS*

(Competitors must furnish typewriting machines and tables for use in the examination)

Copying from plain copy:

The sample below is similar to the actual exercise in everything except size of type. It is printed here in order to give you an opportunity to practice typing it repeatedly, line for line, for exactly 10 minutes.

The directions for the plain copy test are as follows:

"Typewrite the following exercise on the accompanying sheet 1 (continued). Space, paragraph, spell, punctuate, capitalize and begin and end each line precisely as in the exercise. You will have 10 minutes in which to make repeated copies of this exercise, keeping in mind that your rating will de-

* United States Civil Service Examination Announcement, Form 7-2996.

pend upon accuracy as well as speed. Use both sides of sheet 1 (continued). Each time you complete the exercise, simply double space once and begin again. Keep on typing until told to stop.

"Make no erasures, insertions, or other corrections in this plain copy test. Errors are penalized whether or not they are erased or otherwise 'corrected'."

The following is a sample of Copying from Plain Copy, which must be typed line for line:

The two largest forest belts still remaining in
this country are in the South and in the Pacific
Northwest. In a comparatively short time, however,
the South must cease exportation if it is to continue
to supply adequately its own needs. Provided that it
is not visited by any destructive fires, the North-
western timber supply wil probably last somewhat
longer. Estimates as to the exact time differ, but
just as the forests in most other sections of the
country have been ruthlessly cut down, these great
forests will likewise disappear under the treatment
to which they are subjected.

There is no other country from which we might
import a sufficient quantity of lumber when our
present supply is gone. It has long been recognized
that the problem with which we are confronted is one
of conservation and scientific forestry, if we are
not to destroy entirely our diminishing supply of
timber. Replacement of our forests could eventually
be accomplished, if careful consideration were given
to their requirements. Primarily, however, it must
be recognized that since reforestation is a slow
process it will not be long before our timber supply
will be entirely exhausted, unless we change our
wasteful and extravagant methods of lumbering.

STENOGRAPHY (Dictation and Transcription):

A practice dictation and two exercises of 240 words will be dictated for Stenographers. Only one will be transcribed. Competitors will be allowed 10 minutes to study their notes on the two exercises and 20 minutes to transcribe the one chosen.

The dictation is given at the rate of 80 words per minute.

The following is a sample passage as prepared for the use of an examiner in dictating at the rate of 96 words per minute. Practice taking notes on this exercise, the dictation of each three lines to take 10 seconds.

The practice of paying workers by
checks instead of in cash reduces
the danger of losses (period) 10 sec.

Another advantage which is impor-
tant to large firms employing many
people is that by this 20 "

method their bank balances are kept
at a higher figure (period) This
is due to the fact that checks 30 "

often pass through many hands and
are frequently delayed in arriving
at the bank (period) In these days 40 "

when business methods are tested
by careful accounting, the sys-
tem of paying by check instead
of in 50 "

cash has demonstrated its value
(period) Most large companies
which have adopted the system
have found 1 min.

that using checks reduces the
time and labor required to pay
the workers (period) The use of
checks 10 sec.

also reduces the number of mis-
takes which are made in paying
workers, and offers a method 20 "

of discovering the few errors
that do occur (period) Usually
local banks have been found quite 30 "

willing to assist employers in
making this system operate smoothly
(period) To meet the objections 40 "

to cashing checks made out to per-
sons not known by the bankers,
many companies provide special 50 "

cards for workmen to present at the bank (period) The use of checks instead of currency is not always	2 min.
liked by workmen, but after a trial of the new system their opposition disappears (period)	10 sec.
The system has proved of value to both banks and workmen, since it brings the workmen into	20 "
contact with the banks and shows them the practical advantages of having a bank account (period)	30 "

Any system or method of taking notes, including the use of shorthand-writing machines, is acceptable, provided that the notes are given to the examiner after being transcribed. The use of typewriters for taking notes is not permitted, however, owing to the fact that the noise of the machines would interfere with the dictation.

The use of an eraser is permitted in this test.

(*i*) *U.S. Employment Service Tests.* The teacher of business subjects should inform students who expect to enter clerical occupations that if they register with the U.S. Employment Service, they will probably be obliged to take an achievement test. These illustrate the standards that are maintained by employers. Descriptions of the typing and stenographic performance trade tests which have been installed in the offices of the U.S. Employment Services may be obtained and similar tests given as class achievement tests. The Occupational Analysis Section of the U.S. Employment Service has recently standardized these tests for the purpose of providing an additional tool in the classification and selection of applicants for referral to job openings. In December 1941, the performance trade tests for typewriting and stenography were installed in 326 offices in 38 State Employment Services.*

In this chapter the proposition is set forth that the teacher of business subjects who wishes to help his pupils envisage and prepare for special occupational goals should help his students in making an inventory of his strengths and weaknesses. Even

* Shartle, C. L. "Occupational Testing in the U.S Employment Service." *Occupations, the Vocational Guidance Magazine*, pp. 392–3. February 1942.

though a large part of this chapter has been devoted to the use of tests of various kinds which will assist in the undertaking, teachers of business subjects should not lay too much stress on test scores. They are only one instrument of inventory. The achievement tests reveal the technical proficiency of the individual. The tests that are most valid and reliable give light on the mental equipment of the individual.

But even though a candidate might have superlative standing in these respects, he still might be unsuitable for a specific position by reason of certain personality traits or through lack of certain elements of personality. Attempts have been made to devise standardized objective tests for the measurement of personality traits, but efforts extending over several decades have not produced the desired tools. Accordingly, personnel examiners have resorted to the oral interview in which the personality traits possessed by the candidate are evaluated by trained examiners. This procedure admittedly involves certain subjective elements, but it is the accepted procedure of personnel work. Therefore, the individual interview with high school pupils gives them the experience of the conference, in addition to help in making an all-round inventory of their mental, physical, economic, and social assets.

ASSIGNMENTS FOR PUPILS

1. Rate yourself as to the traits named on pages 316–317. Ask someone who knows you fairly well to rate you and compare his ratings with yours.

2. In appraising your strengths and weaknesses to do the type of work you hope to do, what do you consider your strongest assets? How can you build upon them to make them more enduring?

3. Composing at the typewriter, prepare an autobiography as suggested on page 307.

4. Ask your instructors or supervisors for comments on any of your work experiences.

5. Select five faults which would hinder your vocational progress and plan a campaign of self-improvement.

6. Ask three adults who have jobs if they would choose the same kind of work if they were beginning again; if they would not, ask them to tell you how to avoid their mistakes.

7. What clues to careers do you find in your leisure-time interests, your reading preferences, your vacation pursuits, and your tryout experiences?

8. Prepare a statement of your occupational goals and describe several intermediate steps necessary to reach your objective. State reasons for which you have chosen these goals and describe the growth of your vocational interests and the factors which influenced their development. Name the qualifications necessary for competence in this occupation, select three which you feel you possess and three which you think you can acquire.

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1. BINGHAM, WALTER V. *Aptitudes and Aptitude Testing.* Harper and Brothers, 1937.
2. DARLEY, JOHN G. *Testing and Counseling in the High-School Guidance Program.* Chicago: Science Research Associates, 1943.
3. FALK, ROBERT D. *Your High School Record — Does It Count?* South Dakota Press, Pierre, S.D., (Revised) 1943.

§4. GERMANE, CHARLES M., and GERMANE, EDITH G *Personnel Work in High School.* Silver, Burdett Co., 1941.

5. LEONARD, EUGENIE A , and TUCKER, ANTHONY C. *Individual Inventory in Guidance Programs in Secondary Schools.* U.S. Office of Education, 1941. 15¢

§6. RUCH, GILES M., and SEGEL, DAVID *Minimum Essentials of the Individual Inventory in Guidance.* U.S Office of Education, 1940. 15¢

7 *Handbook of Cumulative Records.* U.S. Office of Education. Government Printing Office, 1944. 15¢

XX

Interviewing and Counseling

THERE are two focal points in helping youth plan their vocations. One is the intensive investigation of the occupation favorably considered by the pupil. The other is the individual vocational conference. Counselors who hold half-hour individual interviews with pupils agree with Myers that "the counseling service constitutes the heart of the vocational guidance program." * Information pertaining to the assets and liabilities of the individual and data concerning the requirements and opportunities of the occupations that interest the individual are brought to a focus in the counseling interview. At that time the essay may be returned to the pupil. Vocational preparation, placement, follow-up, and occupational adjustment stem from the decisions reached or confirmed in the conference.

That counseling is not diagnosing and not prescribing courses of action is clearly enunciated by Myers †:

> In this connection it is well to note that vocational counseling is not giving vocational advice . . . Nor is vocational counseling telling an individual what occupation he should follow, after having noted his personal assets and liabilities and having compared these with occupational requirements . . . Vocational counseling leaves decisions to the counseled individual. Its duty is performed when it helps this individual to follow a wise procedure in arriving at his own decisions, not when it tries to make decisions for him. Counseling is no more making decisions for the counselee than is the teaching of algebra solving problems for the one taught.

When the test scores, inventories, and other information are assembled, they may be used as a basis for an interview.

To be most satisfactory, interviews should be voluntary. A sheet like the one given on page 327 may be posted on the bulletin board and circulated in classes, so that pupils may designate the time they would like a vocational conference. Also, in spite of the pressure to interview only those pupils with special problems, all pupils should have at least one vocational conference each

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* Myers, George E. *Principles and Techniques of Vocational Guidance,* p. 250. McGraw-Hill Book Co , 1941.

† *Ibid.* Pp 250–51.

year. Whether at the lower or upper level of the class, each individual should be given the opportunity to experience a new awareness of direction or a stronger conviction of purposes and goals which may result from the conference.

Appointment Schedule for Vocational Conferences

Will seniors who have not had vocational conferences please sign below for a convenient time to go to the Vocational Guidance Office. Bring something to study with you, so you can utilize your time in the adjoining room before or after your conference.

Two people, each afternoon period, come to room —— at the beginning of the hour to get your excuses for the study hall.

This time will be reserved for you. Please do not forget the time of your appointment.

Monday (*date*)	*Name*	*Name*
5th period	1.	2.
6th period	1.	2.
Tuesday (*date*)		
5th period	1.	2.
6th period	1.	2.

When the pupil enters, he may notice that his cumulative record is being examined. He recognizes some of his check lists, schedules, and inventories, observes his school marks lined up on one side of the folder, his extracurricular participation on another. He becomes interested in knowing that they have been assembled in one place and in seeing what is the cumulative picture portrayed.

The role of the interviewer is to help and guide, and to get whatever information may be needed for this purpose. He usually will find it necessary to conduct a conversation with the aim of fact-finding, informing, and motivating. His purpose is not to criticize. He will find some item on which to offer commendation or in which to express interest. He will also find some way of suggesting new possibilities for growth or stimulating work toward new goals. He will build upon the strengths to make them more enduring.

Toward the beginning of the conference, the interviewer will inquire about present vocational plans and record at least a first

and second choice. Reference to some new book or pamphlet may be made or the suggestion given that the vocational charts around the room be inspected in regard to vocations in which the counselee expresses interest.

The work experience should be recorded or brought up to date and discussed. The subjects in which the pupil received his highest grades may be singled out for discussion, with the occupational avenues that lead from them.

It is not advisable, invariably, to give individual pupils their percentile ranks in tests of mental ability. However, comment may be made with regard to marks in certain school subjects in which the pupil does not seem to be doing the work commensurate with his level of intelligence. For example, "Your mental test marks seem to be higher than your school marks. That may be because you haven't good study habits, or you do not study, or you are not interested in your subjects." The pupil practically always responds with an explanation and (it is hoped) with an analysis of the cause or an inner resolve to improve.

The pupil in the upper ten or fifteen percentile may be complimented on his excellent showing and probably should be told that he would be able to do strong college work or that most people with his score make honor grades in college.

Because intellectual curiosity, industriousness, enthusiasm, drive, persistence, affability, and other phases of personality may be as important for scholastic success as is scholastic intelligence, very conservative use of the low test score is advised, unless very poor scholarship supports the low percentile rank.

The University of Wisconsin state testing program which makes it possible to secure the percentile rank of each individual senior as compared with the scores of about 100,000 high school seniors who have taken the Henmon-Nelson Test of Mental Ability, and the percentile rank of an individual sophomore in high school based upon a comparison with the scores of more than 60,000 sophomores who have taken the test, gives this interpretation:

> The percentile ranks of freshmen who enter the University of Wisconsin each fall predict the first semester grades received by freshmen with considerable accuracy. They therefore provide valuable data in advising students concerning college work.
>
> In dealing with individual students one must guard constantly against the temptation to be cocksure and dogmatic. It is sometimes advisable to administer an individual test, using a different form.

Students who have a percentile rank lower than 15 probably can never do college work successfully. Students who have a percentile rank higher than 85 can probably do superior work in college.

The median percentile rank of the students who achieve freshman or sophomore honors in the University of Wisconsin is above the 90th percentile *

The basis for any observation regarding school marks and scores on mental ability tests may be readily available by recording on each folder the rank in ability according to the tests and the rank in achievement according to the class marks. This may be recorded in semi-code, so that pupils cannot interpret its significance. For example:

Rank in class of 150

1. Ability 35 (Number 1 being highest)
2. Achievement 15 (Number 1 being highest)

Code:

1. 35 test in 150
2. 15 grades in 150

By referring to the list of vocational talks which the pupil selected as his first, second, and third choice for attendance at career conferences, a comparison may be made between the skills required and the subjects which are related to the vocations in which he has expressed an interest. For example, in counseling an individual who expects to enter stenography, school marks in typewriting and English may be scrutinized. Suggestions for exploration of interests and devices for stimulating interests will occur to the ingenious interviewer as he talks to the pupil and appraises his curricular and extracurricular experiences.

Both school marks and scores on mental ability tests may be utilized as warnings of the difficulties which an individual might encounter in pursuing a specific course or occupation. School marks, particularly, may be used as encouragement. Aptitude tests, if given, may be used in a monitory sense, but their use as encouragement is not based on scientific results.

The interviewer must keep in mind that democracy is based on the concept of respect for personality for its present worth as well as for its potentialities. Education must take the pupil as

* Report, March 21, 1942.

he is and assist him through his own consciously self-directed efforts to develop and integrate his socially desirable capacities to his optimum potentialities.

Abstract mental ability is only one of the factors in success. By cultivating other traits of equal importance such as industriousness, sobriety, and co-operativeness, or by developing an absorbing interest in one's work, an individual may compensate for a modicum of intelligence.

The interviewer will regard each youth as a possible successful worker and will hesitate to discourage a high aim, knowing there are many whose subsequent careers demonstrated the inadequacy of the usual standards of tests of ability.

Linnaeus, who revolutionized the science of botany, made low marks in school and was considered a dullard. Charles Darwin, Sir Isaac Newton, Robert Fulton, Pasteur, and M. Pierre Curie showed little inclination for scientific pursuits in school. Biographers of Samuel Johnson, Wordsworth, George Eliot, Sir Walter Scott, Goethe, Henry Ward Beecher, Herbert Spencer, Henrik Ibsen, Edison, and Lindbergh claim that their teachers reported conditions of mental obtuseness.

In preference to curbing ambitions, the counselor may suggest new possibilities for growth, new contacts, or new experiences for the development of interests. The power of the desire to learn is clearly seen in the examples cited by Walter V. Bingham:

> Take Gilbert G——, for example. Gil told the Army interviewer that he'd been a thousand-dollar-a-week radio gag man. Maybe he was. But the Army has as little need for gag men as for Sanskrit scholars, as such. It also happens that radio operators are badly needed, and Gil scored high in the Code Aptitude test. However, that didn't please him.
>
> Gil could easily have become one of the Army's most cherished nuggets — a high-speed radio operator — if he had only accepted the classification officer's assignment. Instead, he has neglected his radio training and wasted his time and the Army's trying to get reassigned to the Intelligence Service — for which he has no visible qualifications.
>
> We know that Gil could be a good radio operator. But Gil knows better. And on present performance, he's ticketed to be a dead loss to the Army and to himself.
>
> Patmore V—— also wants to be reclassified. He's a moon-faced mama's boy who had been a piano tuner. The test showed that he has a perfect ear and about everything else it takes to become an advanced specialist in the operation of sound-detector apparatus —

if only he would work at it. Instead, he wants a job in the recreation service, although there are 100 better entertainers for every available job.

A couple of weeks ago Pat was shipped across as an apprentice sound-locator operator, still protesting that the stupid classification service had wrecked his life.

Along with Pat went a gangling hillbilly whom Selective Service had taken off a two-mule farm in North Carolina eight months ago. Hank K—— had quit high school after the first year. In the General Classification Test he got a low Grade 3, which is a little below average, and his Code Aptitude score was barely passing. But Hank had what Gil lacked; a passionate will to learn his job.

"This kid came to me with tears back of his eyes," says the classification lieutenant who had handled Hank's case. "Said he'd dreamed about being a radio operator ever since he was a kid. On the record of his tests and educational background, Hank didn't have a prayer, but we decided to take a chance on him anyway. The first month he was terrible, even though he worked like a Trojan. But after that he got into the groove and came through in the first two-thirds of his class. Now he's bent on getting his sergeant's stripes — and I can't see what can stop him."*

It is not assumed that each individual has a latent interest in some specific occupation and that this interest is relatively stable. Many youths have not sufficient acquaintance with occupations to enable them to develop serious interest in any one. Out of the vocational conference should grow some suggestions which will help the pupil to become interested in an occupation which seems to be suitable when viewed in the light of physical, social, and economic factors concerned.

By asking the pupil whom he would like to interview when class members confer with successful workers in the fields of interest, explaining that names are given now so as to avoid duplication, an idea can be obtained concerning how well acquainted he is with workers in those occupations.

The question, "If the school receives calls for workers next June, where and for what kinds of work would you like to be recommended?" elicits information useful for job referrals at the same time that it crystallizes the pupil's thinking.

The main items discussed in the interview should be recorded

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* Bingham, Walter V. "What Army Job for You?" Copyright 1942 by the United Newspapers Magazine Corporation (Used by permission.)

for later reference. It is advisable that the interviewee see what is being written and that his co-operation be secured in making the report an expression of his present interests.

Pupils who express a definite interest in specific vocations may be given a leaflet or reading list as tangible indication of the counselor's desire to help. It may be suggested that the pupil read some of the references before coming in for the next conference. For example, those who are considering nursing may be given the inexpensive reading list, *Nursing — Books, Pamphlets, Films*, prepared in 1943 by the Nursing Information Bureau of the American Nurses' Association. Boys who may enter the Armed Forces may be given *Getting Ready for Induction*, available at $4.50 per hundred from the National Association of Secondary-School Principals.

The following form may be mimeographed for recording the vocational interview:

RECORD OF VOCATIONAL INTERVIEW

(Recorded by Interviewer During Conference)

Name ______________ *Class* ____ *Counselor* __________ *Date* _____

VOCATIONAL PREFERENCES. When you finish school, what do you plan to do?

1.
2.
3.

If planning on college, which ones are you considering?

1.
2.

Are you meeting college entrance requirements for these schools? What are they?

Subjects receiving highest grades in high school:

Work experience:

If the school receives calls for workers next June, where and for what kinds of work would you like to be recommended?

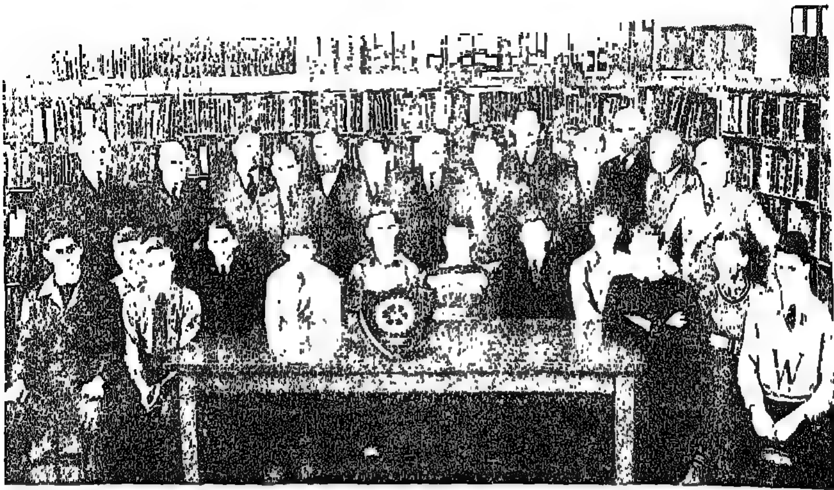
When pupils interview workers in the occupations they expect to enter, whom do you plan to interview? Whom do you know in your field of vocational interest?



36 Using the occupational pamphlet file. Scarborough School, Scarborough-on-Hudson, New York.



37 Vocational Guidance Section, 58th Street Branch, New York Public Library Occupational pamphlet files are in adjoining corner. (P. 217)



38. Members of Rotary Club of West Bend who conduct vocational conferences are introduced by student chairmen. (Chapter XI)



39 At career conferences, members of the Kiwanis Club of West Bend announce the vocational essay contests. (P. 230)

Subjects you plan to take next year:

For appraisal of your strengths and weaknesses to do the type of work you hope to do, what do you consider your

1. Strong point?
2. Weak point?

In regard to planning your vocational career, are there any questions you would like to ask?

Greatest problem this year:

What about the school would you like changed?

Discussion topics:

Remarks:

In order to have an estimate available which may be used as a basis for placement referral, the interviewer may record a rating at the bottom of the page during the interview. If the person seems to possess good qualifications for the type of work in which he expresses interest, the counselor may place a check mark toward the right of the page; a mark toward the left would indicate apparent low qualifications.

Many of the following suggestions for vocational interviewing are discussed at length in [1] *How to Interview*, in [4] *Student Guidance Techniques*, and in the [2] *Guidance Manual for the High-School Victory Corps.*

PREPARING FOR THE INTERVIEW

1. Provide the best conditions for interviewing, insuring privacy, freedom from interruption, and comfort of the pupil.
2. Assemble facts available in the pupil's cumulative record folder.

BEGINNING THE INTERVIEW

1. Meet the interviewee cordially, establishing a good working relationship or "rapport."
2. Begin the interview with a topic of interest to the person interviewed.
3. Make the interview a joint undertaking.
4. Begin with the pupil's strongest interests and assets and build the conversation around them.
5. Observe closely the pupil's behavior.

CONDUCTING THE INTERVIEW

1. Show sincere interest and confidence in the pupil.
2. Be straightforward, frank, fair. Keep confidences
3. Ask questions to direct attention to salient facts.
4. Endeavor to have the pupil experience an awareness of direction and goals, if necessary, stimulate work toward new goals and suggest new possibilities for growth.
5. Be a good listener and draw the pupil out along consistent lines; make certain that all vital considerations relevant to a decision are brought forward.
6. Promote self-examination and self-appraisal. Help the pupil to see himself clearly, his abilities, interests, and motives.
7. Respect the pupil's point of view. Alleviate the shock of disillusionment. Redirect his objectives when necessary as tactfully as possible.
8. Encourage the pupil to summarize his plan of action. Help him to come to some decision concerning his plans. Achieve something definite.

CONCLUDING THE INTERVIEW

1. Give information as needed; give advice sparingly.
2. Give some tangible indication of desire and ability to help; make other services available; make subsequent interviews easy
3. Complete the record of the results of the interview immediately afterward.

Too much emphasis should not be given to any one phase of the inventory or any one test result. There are many factors involved in vocational success, including intelligence, health, economic circumstance of family, social traits, emotional stability, moral attributes, interest, aptitude, skill in one's craft, friendships, circumstances, and luck. Sometimes the physical characteristics are the most important determinants; in other cases the social conditions, sociological factors, or personality traits. A counselor should remember that his service is not diagnostic. The greatest service that he can render is to help the pupil develop vocational interests that are consonant with his mental, physical, social, and economic resources and potentialities.

That a well-rounded picture of the individual is necessary to prevent gaining an erroneous impression is as true of advisers as of the blind men in the Hindoo fable:

THE BLIND MEN AND THE ELEPHANT *

By John G. Saxe

It was six men of Indostan,
  To learning much inclined,
Who went to see the elephant,
  (Though all of them were blind,)
That each by observation
  Might satisfy his mind.

The first approached the elephant,
  And, happening to fall
Against his broad and sturdy side,
  At once began to bawl.
"God bless me! but the elephant
  Is very like a wall!"

The second, feeling of the tusk,
  Cried: "Ho! what have we here,
So very round, and smooth, and sharp?
  To me 'tis mighty clear
This wonder of an elephant
  Is very like a spear!"

The third approached the animal,
  And, happening to take
The squirming trunk within his hands,
  Thus boldly up and spake:
"I see," quoth he, "the elephant
  Is very like a snake!"

The fourth reached out an eager hand,
  And felt about the knee.
"What most this wondrous beast is like,
  Is mighty plain," quoth he;
"'Tis clear enough the elephant
  Is very like a tree!"

The fifth, who chanced to touch the ear,
  Said: "E'en the blindest man
Can tell what this resembles most:
  Deny the fact who can,
This marvel of an elephant
  Is very like a fan!"

The sixth no sooner had begun
  About the beast to grope,
Than, seizing on the swinging tail
  That fell within his scope,
"I see," quoth he, "the elephant
  Is very like a rope!"

And so these men of Indostan
  Disputed loud and long,
Each in his own opinion
  Exceeding stiff and strong,
Though each was partly in the right,
  And all were in the wrong!

Moral

So oft in theologic wars,
  The disputants, I ween,
Rail on in utter ignorance
  Of what each other mean,
And prate about an elephant
  Not one of them has seen!

Moral

(With Apologies to John Saxe)

So oft in counseling a youth
  Advisers now, I ween,
Rail on in utter ignorance
  Of what low test scores mean,
And prate about an aptitude
  No one has ever seen!

* *Poems for Modern Youth,* Edited by Adolph Gillis and William Rose Benét Pp 190–2. Houghton Mifflin Co., 1938

The following skit may be an effective means of encouraging young people to take an inventory of their assets and liabilities.

Getting Acquainted with Yourself *

Announcer

In the following vocational guidance broadcast, we learn that the most successful salesman, these days, is the one who knows his product through and through. If, for example, he is selling an automobile, he is prepared to tell you, exactly and in detail, just what service you may expect to get from it. You young people who are seeking a place in the occupational world are first of all salesmen — salesmen of yourselves. To sell yourselves effectively, you must be able to tell your prospective employer just what service he may expect from *you*. Yet how much, actually, *do* you know about what you have to offer an employer?

In today's vocational guidance broadcast, we invite your attention to the importance of getting acquainted with yourselves. You remember Jake Miller, who, in one of our early broadcasts, succeeded so splendidly in obtaining a good job as a copywriter in the Ajax Advertising Agency. Jake knew what he had to sell — and he sold it. Since then, every boy from Jake's home town who wants a job in the city calls on Jake for help. Here, for example, is Ralph Hayes, who was a freshman when Jake was a senior in the South Forks High School. He has just breezed into Jake's office full of hopeful anticipations.

Ralph. (*Breezily*) Hello, Jake, old timer. How's the boy?

Jake. Hello, Ralph. How are you?

Ralph. Okeh. Just got your message asking me to drop 'round. Any good news for me?

Jake. The best. I wangled that interview with the Chief for you. He's all set to see you.

Ralph. Say, that's great of you, Jake. Thanks a lot.

Jake. That's all right. As a matter of fact, he really seemed quite interested.

Ralph. (*Eagerly*) Honest?

Jake. Oh, things are not so tight as they were, you know. Employers are once more beginning to sit up and take notice of promising youngsters, against the time when they may be needing a new hand or so.

* Broadcast over the American School of the Air, on the Columbia Broadcasting System, on February 24, 1936, and printed by permission of Dr. H. D. Kitson, chairman of the National Occupational Conference Committee, in charge of the preparation of these scripts

RALPH. Then you think there might really be a chance for me?

JAKE. I think there's sure to be a chance for you to go on the preferred list for the first vacancy in your line — provided, of course, you succeed in convincing the Chief you have a line.

RALPH. Jake, *I am* grateful. I — I don't know how to thank you, old man.

JAKE Better wait till we see how this comes out. Wait a minute 'till I see if His Royal Nibs is ready to see you. (*Sound of telephone taken off hook*) Mr. Coleman's office, please. (*Slight pause*) Oh, hello, Miss Maynard, Jake Miller speaking. There's a friend of mine here in my office who has an appointment with Mr. Coleman. (*Slight pause*) Yes, Ralph Hayes. That's the name. Okeh? Thanks, Miss Maynard, I'll send him right in.

RALPH. (*Ecstatically under his breath*) Oh, boy!

JAKE. Well, there's your chance, Ralph. And it's a marvellous chance, I'm telling you. Make the most of it.

RALPH. I'll do my best, Jake.

JAKE. And that had better be good, my young friend. The Chief's a man who knows what he wants And he expects other people to know what they want. See?

RALPH. (*Vaguely*) Yes-s?

JAKE. (*Significantly*) That's a tip. Remember it.

RALPH. Thanks, Jake Well, here we go. Do or die.

JAKE. And drop back here after your interview. I'd like to know how you make out.

RALPH. Okeh, Jake, I'll do that.

JAKE. Well — he's waiting, you'd better be getting along. Good luck.

(*Fading*)

Announcer

Half an hour later we find Ralph re-entering Jake's office.

(*Office sounds — sound of door opening and closing. Office sounds shut off*)

JAKE. (*Cheerily*) Well? (*Brief silence, then in a changed tone*) What's the matter? What happened?

RALPH. (*Dully, and as if stunned*) Why I — I hardly know.

JAKE. (*In astonishment*) Hardly know?

RALPH. (*Stumblingly*) Well, I — It was all so —

JAKE. (*Impatiently*) Well, out with it.

RALPH. He — he didn't seem to think he'd be likely to have an opening for me.

JAKE. Didn't he say anything to you about seeing the employment director and filling out an application?

RALPH. No. I brought that up myself. But he didn't seem to think it would be any use.

JAKE. (*Puzzled*) There's something wrong here. He *was* interested. I know he was — you must have *said something*.

RALPH. (*Sulkily*) I didn't say a thing — except try to answer his fool questions.

JAKE. What do you mean his fool questions?

RALPH. Oh, he asked me a lot of crazy things — I couldn't think what to say to most of them.

JAKE. Exactly what, for example?

RALPH Well, first he asked me why I wanted to go into the advertising business.

JAKE You call that a fool question, do you? And what did you say?

RALPH. Oh, I just said I'd always heard it was a good business, and I guessed I'd like it as well as any other.

JAKE. (*Scornfully*) A great start. Must have made a fine impression. What did His Nibs have to say to that?

RALPH. Nothing. He just looked at me sort of funny for a minute. And then he asked me what I had to offer the advertising business.

JAKE. And you said —?

RALPH (*Impatiently*) How do I know what I've got to offer the advertising business?

JAKE. But what did you *say*?

RALPH. Oh, I just said I was willing to work hard and do whatever I was told

JAKE. (*Sarcastically*) That must have made a big hit. Then what?

RALPH. Then he asked me what branch of agency work I regarded myself as best fitted for.

JAKE. And?

RALPH. Could I tell him what branch of agency work I'm best fitted for when I've never been in the agency business?

JAKE. So you said —?

RALPH. I said I hadn't thought about that particularly, but it didn't matter anyway because I was willing to do anything just to get a job.

JAKE. (*With a groan*) You said that? You actually did?

RALPH (*Defiantly*) What's the matter with that?

JAKE. (*Again with a groan*) Well, if you don't know — What did the Chief say?

RALPH. That's the part of it I don't understand. He just looked at me again in that funny way, and then he said, "In this company, we're not interested in young people who are looking merely for jobs We're interested in young people who are looking for careers."

JAKE. And you didn't understand?

RALPH. It — it sort of gave me a jolt.

JAKE. And that was the end?

RALPH. No, he said something else that — well, sort of puzzled me.

JAKE. What was that?

RALPH He said — now, let me see — what was it? He said, (*Speaking slowly as if recalling the words*) "We want young people here who have taken the trouble to find out what this company can give them, and what they can give the company"

JAKE Yes? And then?

RALPH And then he said, "If the time ever comes, young man, when you have any definite ideas on these points, you might come in again. Until then, I'm afraid we have no place for you."

JAKE. That's telling you, all right.

RALPH. Yes, but what does it mean?

JAKE. Just what he said. Look, Ralph, use your head. Business organizations can't afford any more to take on green youngsters and let them stagger 'round until they fall into some job at which they can earn their pay. That sort of thing vanished early in the depression. Nowadays, you've got to be able to step in and begin earning your salary from the first day

RALPH. I told him I was willing to work hard I said I'd do anything I was told.

JAKE. (*Scornfully*) Work hard. Do anything you're told. Who are you anyway? Little Rollo, one of the Horatio Alger boys, or a graduate of the High School class of —— (date)?

RALPH. What do you mean?

JAKE. I mean, be your age. Bring yourself up to date. Of course you'll work hard, and of course you'll do anything you're told. You don't have to tell anybody that. They take those things for granted. What an employer wants to know is what can you *do* and how efficiently you can do it. See what I mean?

RALPH. (*Hesitatingly*) Well — ah — yes. I guess I begin to get the idea.

JAKE. Nowadays, you must have a definite service to offer an employer and some idea of the way in which that service might fit into his business.

RALPH. (*Slowly*) I begin to see what you mean.

JAKE. Now listen. Try to get this into your head. When you offer your services to an employer, you're trying to sell him a bill of goods, aren't you?

RALPH. You might put it that way. Yes.

JAKE. Well, you can't expect him to buy, can you, if you can't tell him anything about the merchandise you're offering?

RALPH. No — I suppose not.

JAKE. Yet when you barged in to sell yourself to the Chief you couldn't even tell him what it was you had for sale, could you?

RALPH. (*Hesitatingly*) Well, not very definitely, I guess.

JAKE. That's just where you slipped up. You've got to be definite. It makes no hit with an employer to tell him you'll do anything. What he wants to know is what one thing — or two or three things — you can do well enough to earn the good hard cash he's going to have to pay you. See?

RALPH. (*Humbly*) I see.

JAKE. My advice to you, my young friend, is don't apply for another position until you've done a thorough job of getting acquainted with yourself.

RALPH. Getting acquainted with myself? How do you mean, Jake?

JAKE. Why, I mean look yourself over. Take stock of what you have to offer an employer.

RALPH. But, Jake, how's a fellow going to do that?

JAKE. Well — What do you *like* to do best? That ought to tell you something about your abilities. People generally work better at the things they like.

RALPH. I know that's true.

JAKE. And what's the matter with your school marks as a measure of what you're good for? Check up on the old report cards. Get a line on the studies in which you made your best grades.

RALPH (*Beginning to show interest*) I get you.

JAKE. Then there are books that show you how to make an analysis of yourself and your abilities. Miss Aitken in the Public Library at home will dig them out for you. Some of them have charts on which you can score and rate yourself. It's fun. I used to do it.

RALPH. I think I'd like that.

JAKE. Tell you another thing. While you're in town you run over to the West Side Y.M.C.A. and ask for Mr. Harper — he's the Vocational Counselor there. Tell him I sent you — and ask him to help you to get started on this self-analysis.

RALPH. Sure, I'll go right away But say, Jake, I read in the paper that there's a woman here in the city who will tell you what you were cut out for. She says all you have to do is to give her the date of your birth and she'll tell by the stars — something like that.

JAKE. Oh yes, you'll find plenty of fortune-tellers who will read the stars, the lines on your palms, the bumps on your head or your handwriting, but the matter is not so simple as that. You've got to do something yourself.

RALPH. I'll do that, Jake.

JAKE. There's another thing. While you're making this inventory of yourself, you must also analyze the advertising business. Put two and two together and see how they add up. It's no easy matter to stand off and look at yourself just as if you were some-

body else. But that's what you've got to do. It takes courage, and honesty, and a willingness to accept facts — and then go ahead on that basis. Do you think you can do it?

RALPH. (*With grim determination*) I don't know why not.

JAKE. That's the spirit. You'll make a good salesman of yourself yet.

RALPH. Watch me. And I'll be back. The Chief promised me another chance. And the next time he starts asking me questions, I'll —

(*Fading*)

Announcer

Several weeks passed during which Jake had no word from Ralph. Then one day he telephoned and asked if Jake would try to get him another appointment with Mr. Coleman. Somewhat to Jake's surprise, the request was granted. And, as the scene opens, we see Ralph just entering Mr. Coleman's office.

COLEMAN. Ah, Mr. Hayes, so you did come back. I rather thought you would.

RALPH. You offered me another chance, sir. The least I could do was to try and make good on it.

COLEMAN. Hmmm! And are you prepared now to say why you want to go into the advertising business?

RALPH. I think I am, sir. As I see it, advertising is telling the world about the fine new things that are coming out all the time to make life better and easier for people.

COLEMAN. (*Laughing indulgently*) A fine ideal for advertising anyway.

RALPH. And that appeals to me. I get a big kick out of an improvement in a motor, or a new model in a plane, or a car, or a radio. Even a better kind of toothpaste or shoe polish, or a gadget for sharpening old razor blades. I like to look at them. And study them. And figure out how they work, and so on.

COLEMAN. Um. Um. As we'd say in the advertising business, perhaps you have a flair for merchandise. And how about that other matter I mentioned? What do you feel you have to offer the advertising business?

RALPH. Well, sir, I figure if I take that much interest in an article myself, I ought to be able to make other people feel as enthusiastic as I do.

COLEMAN (*Laughing*) If you can do that, young man, you *have* got something to offer the advertising business.

RALPH. Well, I always managed to win my side of a debate at school. I liked assembling facts and then putting them together in a way to prove my point. And thinking out tricks of putting them over so they would be easy for the audience to take.

COLEMAN. Or, as we would say, you may have the capacity for organizing material and presenting it effectively. Well, that would seem to answer my question in regard to what branch of the advertising business most appeals to you.

RALPH. Yes, sir. Of course I want to get into the copy department. I've had some experience in writing, and some success in a small way. In school my best subject was English composition. After Jake Miller left, they made me editor of the school paper. In vacation time I used to work as a reporter on our local paper. And I've had a few little things accepted by magazines — not the big ones, of course, but small class publications and trade journals. Mostly articles about inventions and improvements in which I happened to be interested.

COLEMAN. All those things should prove very useful to you, and to this company, if at some future time we should be able to take you into the copy department. But of course you realize that you are still too young and inexperienced for that.

RALPH. Oh, yes, sir. I do realize that I'm not ready to write copy yet.

COLEMAN. Then the question seems to be, what can you do now that would justify us in putting you on our pay roll?

RALPH. I could make myself useful in the research department, I'm sure, Mr. Coleman. I could go out on consumer and dealer investigations. I get on with people. Always could make them open up and talk to me. Guess it's because I like talking to them so well. And in school I learned how to take notes in an orderly way, and to classify, tabulate, analyze, and interpret facts. I can type rapidly and accurately. I know some shorthand, and lately I've been working hard at it in some evening classes I've signed up for. I'm reading all the books on the advertising business I can lay my hands on. And taking a correspondence course in advertising. And —

COLEMAN. (*Interrupting*) Mr. Hayes, one moment. May I ask you a rather personal question?

RALPH. (*Taken aback*) Why—yes—certainly, sir. Anything you like.

COLEMAN. Why on earth, when you had all these capacities for selling, didn't you use them on me to sell yourself that first time you talked to me?

RALPH. (*Laughing*) I was pretty dumb, wasn't I, Mr. Coleman? I guess it was because I hadn't thought of myself as something I had to sell. It just hadn't occurred to me that you'd expect me to give you reasons for taking me onto your staff — same as anybody would expect if I were trying to sell him a car or a radio.

COLEMAN. Well, you understand it now. And next I suggest that you see what you can do about selling yourself to our employment manager.

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XXI

Instruction in Job-Finding

IT has been emphasized that although the school cannot be held responsible for the total amount of employment enjoyed by its youth it ought to put forth greater effort to aid youth in securing suitable work. The information collected from the employers interviewed in the Occupational Adjustment Study * demonstrates the need for the school to teach youth how to go about getting a job.

The Occupational Adjustment Study is one of many studies which reveal the need for the school to give instruction in ways of finding employment. The report of the New York Regents' Inquiry points to the same conclusion †:

> New York schools are good, but they are turning out a vast number of boys and girls each year who are not at all ready for adult life They have no idea of what work means, what opportunities there are, how to look for work, or how to work if or when they get a job.

As teachers of business subjects are engaged in training for work, they should be among the first to accept the challenge to make youth more realistic in their attitudes toward jobs and methods of seeking employment. Knowing that a pupil's entire future may depend on the manner and intelligence with which he handles his approach to the job market, the following methods and materials will be among those utilized:

1. Books on seeking employment
2. Booklets on seeking employment
3. Magazine articles
4. Preparation of manuals
5. Radio programs
6. Recordings
7. Motion pictures
8. Dramatization
9. Talks

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* Landy, Edward. *Occupational Adjustment and the School*, p. 68. Bulletin of the National Association of Secondary-School Principals, November 1940.

† Hamilton, A E "Education for American Life," p 198. *Youth Leaders*, Volume I, no 5, January 1939.

10. Posters
11. Letters of application
12. Practice interviews
13. Practice filling out application forms
14. Experiences in job-seeking

1. Books on Seeking Employment

Teachers and counselors should encourage their students to become familiar with the literature on this subject. This is especially important for those who are about to leave school.

Many books, written by business executives and employers, describe current employment standards and give suggestions for ways of meeting them. The trend in this literature has been to urge the job-seeker to consider himself as a salesman of his services and to approach the prospective employer with a clear-cut description of the abilities he has to sell, together with a conclusive presentation of reasons why the purchase of those abilities would prove a good investment for the employer.

Glenn Gardiner's [9] *How You Can Get a Job* emphasizes this aspect. The 1938 revised edition includes an appendix of work sheets and some aids for an instructor to use in group work. A ten-session course which can be used with study groups has been based on this book. The course comprises ten units covering the ten problems which the job-seeker must face:

(1) How shall I plan my job-getting campaign?
(2) What work am I best qualified to do?
(3) How can I discover job opportunities?
(4) Who can help me to get a job?
(5) What preparation shall I make for the employment interview?
(6) How shall I carry out my side of the employment interview?
(7) How can I overcome common difficulties in the interview?
(8) How shall I follow up my job prospects?
(9) When and how can I make effective use of letters?
(10) How shall I use my spare time during the job-getting period?

Another book, [17] *Your Work Abilities; How to Express and Apply Them Through Man Power Specifications*, was written by A. W. Rahn of the Western Electric Company, who submits and discusses samples of man-power specification sheets.

Six Ways to Get a Job [2] by Paul W. Boynton was written out of twenty years' experience in employment supervision with

Socony-Vacuum Oil Company. Many concrete and practical suggestions are presented as a result of the critical observation of the haphazard ways in which most people go about the business of finding work.

The Strategy of Job-Finding [13] gives practical information on such subjects as the letter of application, attention-winning devices, telephone technique, salary discussion, the importance of personality, and the strategy of the follow-up. The authors have consulted with employment executives and personnel managers and report their specific requirements. An instructor's manual contains plans for the organization of lesson units and ten well-planned lesson units for classroom use. These units have been planned by heads of commercial departments in high schools.

A useful book is [7] *Pick Your Job and Land It!* by Edlund and Edlund, who put their theories into practice as a hobby at the "Man Marketing Clinic," New York City. Here weekly meetings are held where job seekers present their problems. Participants may submit for criticism a letter of application, a plan for a job-seeking campaign, or a portfolio of credentials. Concrete, frank suggestions offered by the leader and the participants in the audience help the prospective applicant to organize his wares in a more effective manner, so that he can market more effectively his specific abilities. Members of the Sales Executive Club of New York City, under whose auspices the clinic operates, co-operate by attending the meetings and offering their criticisms and suggestions from the point of view of prospective employers. A surprisingly large number of participants report that they have secured the job they wanted as a result of the use of these merchandising principles. Many of their experiences which are especially valuable to experienced workers are recorded in this book.

These books have been prepared to assist adults and out-of-school youth to make their job-seeking efforts more effective. However, most of the suggested plans are equally useful with younger students. Some of the job-seeking hints may be used in application for specific jobs, such as caddying, store work, ushering at school entertainments, etc. A 1941 book has been written specifically for school use: [14] *Fitting Yourself for Business; What the Employer Wants Beyond Skills*, by Elizabeth Gregg MacGibbon. Many questions, topics for discussion, and practical projects are suggested at the end of each of the following chapters:

Blueprinting the Business Field

Planning your business life
Jobs for beginners
Other beginning jobs
What business wants in skills and abilities

Help Wanted: Position Filled

How to get interviews
Rehearse your part in the interview
Does your appearance rate a job?
The interview
Writing letters of application

What the Employer Wants on the Job

Making good on the job
Getting along with others
Dress and grooming on the job
Stepping up to a better job
Managing your income
Personality in business
Self-organization for success

A second book addressed to youth of high school age is [12] *The Seven Keys to Getting and Holding a Job.* Summarizing their admonitions and adjurations under the heading of seven keys, the sales manager of the New York Telephone Company and the personnel assistant of the National City Bank of New York discuss the principles that will assist job-seekers. Assignments are suggested at the end of each chapter to enable pupils more effectively to turn each key: "Believe in yourself, know yourself, know your market, pass inspection, get yourself in, the interview, and make your job a career."

2. *Booklets on Seeking Employment*

Schools and other youth-serving agencies have issued many booklets giving suggestions to youthful job-hunters, addresses of local placement agencies, and information about obtaining a social security number. They make excellent material for group discussion. Some examples of these publications, many of which are available on an exchange basis, are:

How to Hunt a Job. Oakland Vocational Schools, Oakland, California, 1938.

How to Get a Job — Things to Remember. Dept. of Research and Guidance, Atlanta Public Schools, 1940.

So You Want a Job. Business Leaders' Club, Reitz High School, Evansville, Indiana, 1941.

The High School Graduate Faces the Future. Division of Instruction, Minneapolis Public Schools, 1940. 5¢

The Intelligent Job Seeker's Guide Book. Ralph Gallagher, Supervisor of Guidance in Secondary Schools. Elizabeth, New Jersey, 1940. 50¢

Are You Looking for a Job? Abraham Clark High School, Roselle, N.Y., 1938. 20¢

High School, Then What? Rochester, N.Y , Board of Education. Dept. of Vocational Guidance. 5¢

What You Should Know About Finding, Getting and Keeping a Job. Brooklyn High School for Specialty Trades, New York City, 1940.

Your Job. Department of Vocational Guidance, Boston Public Schools, Boston, Mass., 1939.

Your Job, Getting It and Growing in It. Bowmar Carson. Published by Columbia University Press for the National Broadcasting Company, 1940. 25¢

Your Job Is Getting a Job. Counseling Service for Juniors, Westchester County Children's Association, 8 Church Street, White Plains, N.Y., 1940.

Examples of booklets published by colleges for use of seniors are:

The College Senior Seeks a Job. The Wisconsin Alumni Association, Madison, Wisconsin, 1939.

Looking Ahead. Radcliffe College Appointment Bureau, Cambridge, Massachusetts, 1940. 15¢

Suggestions for Your Campaign for a Job. New York University, School of Commerce, Accounts, and Finance, 1940.

A booklet which describes certain desirable personal characteristics with special reference to job success in business or industry is:

Wanted: A Job! — A Statement of Personal Characteristics Necessary for Job Success. Prepared by a Conference of Business and Industrial Personnel Officers, American Council on Education, Washington, D.C., 1940. 5¢

As a preparation for this booklet the American Council on Education called together a group of business and industrial personnel leaders. They were asked to give students a brief, direct statement of the personal qualities most essential for and most desired by modern industry and to define these qualities in such

a way as to aid students and institutions throughout the period of education and training. The statement gives students an indication of what later may be expected of them and provides them with motives for an all-important part of education, their personal development.

In discussing initiative, for example, the following suggestion is given:

> Initiative can be a two-bladed sword! Charles F. Kettering once said that he was much interested in the initiative of young employees, but he was also interested in their "finishative." He meant, in other words, "Do they carry through to completion their new ideas?" The concept of "finishative" can make creative plans meaningful and useful.

This five-cent booklet contains the judgment of influential employers. It is prepared under the auspices of the Committee on Occupational Training and Vocational Adjustment of the American Council on Education by a conference of twenty personnel and employment officers representing national business and industrial concerns, such as Eastman Kodak Company, General Electric Company, American Telephone and Telegraph Company, Western Electric Company, Socony-Vacuum Oil Company, International Business Machines Corporation, General Motors Corporation, and Goodyear Tire and Rubber Company.

The following suggested rating scale of personal characteristics which the business and industrial personnel leaders believe are important for job success concludes the booklet:

	Seriously Below	*Below Usual*	*Usual*	*Above Usual*	*Outstanding*	*Basis for this Rating*
Character						
Enjoyment of work						
Initiative						
Mental alertness						
Judgment						
Getting along with people						
Health						
Appearance and manner						
Ambition and objective						
Social and community responsibility						

Community organizations sometimes publish leaflets which give practical advice to youth who are preparing for work; such as:

From Books to Business, prepared by the Transcription Supervisors' Association of New York City, containing a composite application form, a personality chart, discussion of interview etiquette, and general advice to the student and the novice in the business world. Transcription Supervisors' Association of New York City, 4624 Grand Central Terminal Building, 1940. 25¢

Will You Be in the Market for a Job? A series of six leaflets published by the Kiwanis Club of Newark, N.J., and the Essex County Junior Employment Service, calling attention to the importance of planning for, and the factors involved in, satisfactory occupational adjustment.

Your Job; How To Find It; How To Hold It. Jewish Vocational Service, Chicago, and B'nai B'rith Vocational Service Bureau, Washington, D.C., 1940. 10¢

Some business firms distribute booklets which may be obtained free of charge. Examples are:

That Job You Are After. By W. C. Ackerly, Personnel Office, N.Y. Stock Exchange.

Do's and Don't's for Job Seekers. Chicago Tribune, Chicago, Illinois.

Your Road to Employment. Fuller Brush Co., Hartford, Connecticut.

Finding Your Next Job. Home Owners Loan Corporation, Washington, D.C.

Examples of publications of branches of the United States Employment Service are:

How to Get a Job. District of Columbia Employment Center of the United States Employment Service, City of Washington, D.C. 1939.

Stepping Stones. Pennsylvania State Employment Service, Harrisburg, Pennsylvania, 1940.

"Hustle While You Wait" for a Job Junior Counseling Service of the California State Dept. of Employment, San Francisco, California.

This last-named booklet contains practical suggestions which have been successful in helping young people find jobs. It also summarizes directions for preparing a personal inventory sheet, studying trends of opportunities, preparing for the interview, behavior at the interview and post-interview conduct.

A monograph, [6] *How to Get the Job*, by Mitchell Dreese,

gives many helpful hints and practical suggestions on methods of securing desired jobs. It is addressed primarily to youth who are approaching the job market and wish to improve their job-finding campaigns.

3. *Magazine Articles*

Stimulation for student discussion can be derived from current magazine articles dealing with getting and holding a job. Students should be on the alert to locate these, to examine them critically, to bring them to class for discussion, and to file them for future reference. Illustrations are:

"Finding Your Job." *Building America*, April 1940. Contains excellent pictures, graphs, and interesting comments. 30¢

"Getting a Job: a manual of information, suggestions, and ideas for graduating high-school seniors." Clarence W. Failor. *The Clearing House*, March 1941.

"Helping Yourself to a Job." By E M Billings, Eastman Kodak Co. *News Edition, American Chemical Society*, Vol. 18, pp. 1040–41, Nov. 25, 1940.

"How to Find the Right Job." Weekly feature in "*This Week*," March–April 1940.

"How to Get Ready for Your Job." Seven weekly articles by Walter Pitkin in *Liberty*, beginning April 20, 1940.

"Pick Your Job and Land It" Twenty monthly articles in the *Business Education World* written by Sidney W. Edlund for high school students September to June, 1939–1941.

A reprint of ten articles by S. W. Edlund may be obtained from *The Business Education World*, 270 Madison Avenue, New York City, at a cost of twenty cents. The articles originally appeared as the steps high school pupils need to take in their quest for jobs:

(1) Know what you want to do.
(2) Dig out your hidden assets.
(3) Plan a sales campaign to get the job you want.
(4) Plan to reach enough prospects.
(5) Plan for each interview.
(6) Follow up your prospects.
(7) Offer a service instead of asking for a job.
(8) To get attention, be different.
(9) Turn your liabilities into assets
(10) Make the most of the job you land.

A second series in 1940–1941 in the same magazine describes the first steps in starting a man-marketing clinic in a school, shows how the same techniques — participation, planning, and persistent effort — may be applied by students interested in finding work, and suggests that in every community there are capable citizens who are willing to help students bridge the gap between school and business.

4. *Preparation of Manuals*

Some schools prepare booklets on seeking employment with the co-operation of local business and industrial personnel men. These manuals are distributed to each graduating senior who plans to look for work and they are used in connection with a series of job-hunting seminars or job clinics. An example of this kind of project completed with the assistance of six Poughkeepsie employers, at Poughkeepsie, New York, may be found in the magazine article, "Getting a Job — A Manual of Information, Suggestions, and Ideas for Graduating High School Seniors," by Clarence W. Failor in *The Clearing House*, March 1941.

Subscribers have permission to mimeograph the material for distribution to the pupils in their school systems. The addition of suggestions of personnel directors and employers of the community will enhance the value of the material for local use and add to the interest of both employers and youth.

5. *Radio Programs*

Some radio programs center around the topic of job-getting, such as the series "Let's Go To Work," sponsored by the Fuller Brush Company; "This Job of Getting a Job," presented by the Westchester County, New York, Children's Association; "Diplomas and Jobs," broadcast by New York University. Scripts for some of these broadcasts on applying for jobs are available in script libraries and from the Education Radio Script and Transcription Exchange, Office of Education, Washington, D.C. They are especially useful for dramatization.

6. *Recordings*

A series of phonograph recordings entitled "Tips for Job-Seekers" has been made at the University of Denver under the

direction of John T. Lynch, chairman of the Department of Management, Marketing, and Advertising, and Roscoe K. Stockton, head of the Radio Department. Titles of the first three records are "How To Get To Meet Your Future Boss," "How To Get The Job That Pays," and "How To Lose Your First Job."

A record, "Applying for a Secretarial Position," has been produced by the Gregg Publishing Company under the supervision and direction of the RCA Manufacturing Company, for use in secretarial training courses. This dramatizes suggestions on how to talk to the receptionist in an employment office, how to answer the usual questions asked by employment interviewers, a complete employment interview, and how to terminate the interview.

Other recordings are discussed in the chapter on radio.

7. *Motion Pictures*

In the field of motion pictures, several films are available which are useful for introducing a group discussion on this topic. The Society for Visual Education, Inc., Chicago, Illinois, distributes two filmstrips entitled: *How to Apply For, Win and Advance on the Job*, and *Your Job — Are You Preparing For It?*

Vocational Guidance Films, Inc., Des Moines, Iowa, issues two 16 mm. sound films with teachers' guides: *Finding Your Life Work* and *Getting and Holding a Job.*

A silent 16 mm. two-reel film, *How To Hunt a Job*, may be rented for $2.00 from the University of California Extension Division, Department of Visual Instruction, 301 California Hall, Berkeley, California, and 815 South Hill Street, Los Angeles. The time required is 25 minutes. The film covers planning the campaign, Social Security registration, U.S. Employment Service, commercial employment agencies, classified newspaper advertisements, civil service, organization agencies, application leads, direct application, and general suggestions such as the importance of making a good impression during an interview. The film was produced by the Department of Occupational Adjustment and the Department of Visual Education of the Oakland Public Schools.

Another two-reel film, available from the same source, *What About Jobs*, gives three fundamentals of job-seeking: securing the advice of experts in the line of work selected; developing a pleasing personality; and thorough preparation including school-

ing, practical training, extracurricular activities, and sports. It also stresses the advantage of training along a specific line, right attitudes, the application, and the interview.

A film which deals with proper and improper techniques of seeking employment is *I Want a Job*, available in cinecolor or regular black and white 16 mm. sound film, produced by Forum Films, Inc., 8913 Sunset Blvd., Los Angeles, California.

I Want a Job concerns an intelligent and honest young man who has lost his first job as a result of a merger. When he turns despondently to his family for advice, his uncle, a retired businessman, suggests new ideas and personal improvements which should aid him in finding work.

Together they look through the daily paper, and when they find a news item stating that a certain corporation has recently purchased important patents, the uncle tells George that this company will surely expand and need more help. He offers suggestions on manner, appearance, attitude, and presentation of what he has to offer the prospective employer.

Some time later, George enters the office of the corporation. There are a number of other young persons applying for positions, and as George fills out his application form and awaits his turn, the scene is shifted to the office of the personnel manager, where several applicants are interviewed. When George is shown in, he puts into effect the advice given him. After this interview, the narrator and personnel manager discuss each applicant.

Although the audience is given to understand that the company definitely needs additional employees, the decision is left to the classroom with the final question, "Which of these applicants would you employ?" Thus the motion picture easily and naturally introduces class discussion.

A teacher's handbook accompanies the film.

In Portland, Oregon, the Kiwanis Club sponsored the making of a motion picture, *How to Ask for a Job*. In it boys and girls from each Portland high school are shown going to local business offices and asking for work, demonstrating both correct and incorrect procedures.

8. Dramatization

The use of dramatizations completes the picture in a way which parallels closely what actually happens in interviewing

applicants. Instead of reducing the subject to a statement of abstract guides and principles, the drama can include the by-play, adroit questioning, and oral sparring of personalities in action over the conference table.

The film described in the foregoing section, *I Want a Job*, is an adaptation of the drama, "College Bread," taken from the book *Key$ and Cue$; Business Plays*, by Bruce Allyn Findlay and Esther B. Findlay. A class could dramatize the skit and then see the motion picture to compare versions. Another class might use the printed version to re-enact the drama after observing the film.

A one-act play of similar content is "Flops A-Plenty or Ten Try But Two Are Chosen" published by McKnight and McKnight, at a cost of $3.75 for fifteen copies.

A royalty play, "He Got the Job — A Comedy in One Act," by Charlton Andrews, is distributed by Samuel French at a cost of 35¢ a copy. In a business office setting, three applicants are followed by one who is personable, well mannered, and at ease, in sharp contrast with the first three.

A play, written primarily for delivery over the radio but which may be easily adapted to an assembly or a commercial club program, is "Office Jobs for the Business Graduate" by Arnold E. Schneider, State Teachers College, St. Cloud, Minnesota, published in *The Balance Sheet*, October 1941. This play contains employment interviews as well as discussion of the selection procedure.

Included in [13] *The Strategy of Job-Finding* are two dramatic sketches on interview technique: "The Interview That Lacked Punch," and "The Interview That Clicked."

A play which was written and produced by office managers and which provides an excellent example of interviewing procedures in the selection of secretaries is "Wanted — a Secretary." This is a collaborated dramatization of present-day employment, personnel, and hiring procedure by the employers of large numbers of office workers: L. H. Brigham, American Optical Company, C. H. Mosher, Liberty Mutual Insurance Company, Miss S. R. Peters, Peters Employment Service, and T. R. Sullivan, Dennison Mfg. Company.

This one-act play was dramatized before the New England Chapter of the National Office Management Association and the final scenes are published in the *N.O.M.A. Forum*, December

1935. Prospective secretaries are interviewed. A discussion between the personnel and office managers of the respective qualifications of two applicants shows what employers look for in the selection of their secretaries.

These or similar dramatizations, if enacted by students of a business class, will open their eyes to the many questions that may be asked by a prospective employer, will enlighten young people concerning the considerations they should weigh in formulating occupational objectives, and will give them patterns which will assist them later in solving their job-seeking problems.

9. *Talks*

To supplement a unit in job-finding, many schools arrange for a series of talks by representatives of the U.S. Employment Service, social-service employment offices, and industrial personnel managers. Some topics frequently discussed are:

> Jobs which young people in this community are getting
> Defining your assets
> Preparing for the application
> What an employer looks for in an application
> The kind of employees employers want
> Dress, make-up, personal appearance
> How to sell your skill
> Personality in business

In these talks, emphasis may be upon the applicant's study of a prospective employer fully as much as upon the study of the applicant's qualifications by the employer. Pupils should be urged to seek the long-term opportunity rather than to make the mistake of exercising undue concern about the initial wage. The prospective worker should be advised to study the prospective employer's record, to investigate the company's policies, including its attitude toward the progress of employees and its interest in their general welfare and development. He must be reminded to look for conditions favorable to learning and growth.

Applicants should be told to prepare themselves for the fact that most employment interviewers, either directly or indirectly, will want the answers to three important questions: first, why did the youth come to this particular company; second, what abilities or skills does he possess; third, what are his leisure-time interests?

Edgerton emphasizes the importance of leisure-time pursuits in individual adjustment *:

It is found that occupational proficiency depends not alone upon productive service, but likewise upon satisfactory health status, personal happiness, home life, civic interest, and recreational activity. Not only does the employer now specify certain degrees of physical health and co-ordination, but he also expresses an active concern about the recreational and hobby interests of his employees. In fact, present-day youth must recognize that the employer is becoming more and more interested in "what the employee does when he has nothing to do."

10. Posters

Posters will not be omitted from the devices to teach youth how to go about getting a job.

A set of three placards giving principles and steps to get a job, each 18- by 24-inch mounted photostats, with stiff backing, may be purchased for bulletin board display at a cost of $2.50 from Sidney Edlund, Man Marketing Clinic, Engineering Club Building, New York City. These can be used for starting discussion of these points, elaborated in [7] *Pick Your Job and Land It:*

STEPS TO GET YOUR JOB

(1) Determine what you want to do.
(2) Dig out your hidden assets for such work.
(3) Plan an adequate campaign.
(4) Present yourself properly to a sufficient number of logical prospects:
  (*a*) Where you are now working
  (*b*) Where you have previously worked
  (*c*) Friends
  (*d*) Employment agencies
  (*e*) Other clearinghouses for jobs
  (*f*) Help-wanted ads
  (*g*) Position-wanted ads
  (*h*) Shotgun application letters
  (*i*) Rifle approach
  (*j*) Cold calls
(5) Plan for each interview.
(6) Follow up prospects.

* Edgerton, A. H. "Guidance in Transition from School to Community Life" *Guidance in Educational Institutions — Thirty-Seventh Yearbook*, Part I., p. 238 National Society for the Study of Education, 1938.

(1) Offer a service instead of asking for a job.
(2) Appeal to the self-interest of your prospect.
(3) Be specific as to:
   (*a*) Job you want
   (*b*) Your qualifications
   (*c*) Results achieved
(4) Be different.
(5) Be sincere.
(6) Turn liabilities into assets.

Two pictorial charts called "Grooming for the Job" are available free of charge from Bristol Myers, Hillside, N.J., the makers of "Mum" Deodorant. These are excellent posters calling attention to good grooming and neat appearance as assets when searching for jobs in competition with many other applicants. See also the appearance check-up mirror device in the photograph numbered 34.

11. Letters of Application

A letter of application normally precedes an interview with the employer or personnel officer. An applicant may attract favorable attention through a brief, well-written letter, accompanied by a neatly prepared outline of his qualifications. The letter should indicate that he has given some study to the organization wherein he desires employment and should include pertinent information concerning his education and training in concise outline or report form.

Previous to writing original letters, shorthand classes may transcribe the application letters given in the books listed in the bibliography at the end of this chapter. Likewise, typewriting classes have no dearth of material for this kind of exercise. Selecting and copying letters which show ingenuity and resourcefulness, followed by practice in writing letters and attractively arranging the qualification sheets, will enable the pupil to make a better beginning in his quest for the work he desires.

Write for the Job and Get It, by James M. Thompson, head of the Department of Commerce, Eastern Illinois State Teachers College, Charleston, is one of the many guides to the correct method of writing the application letter, which is in many cases the hinge upon which success or failure turns. This handbook

outlines the function of each letter in the procedure; points out the elements essential to success; sets up warnings against features that lead to unfavorable impressions; and illustrates in complete detail a procedure of correct application writing from the first communication to the preparation for the interview. (South-Western Publishing Co., 1940.)

In the Metropolitan Vocational High School, New York City, Mr. Manning Bleich has successfully used the device of securing letters of application from local business offices and distributing these to the class for criticism. Names and addresses may be cut off. In a small community where the contents of the letters would identify acquaintances, it would be desirable to seek such letters from another city or state.

12. Practice Interviews

In preparing pupils for the interview, it must be borne in mind that sincerity and naturalness are desired by the personnel officer. He wants to feel that the applicant is answering his questions frankly and openly and is not acting a part for which he has been rehearsed. The superficiality of a preliminary coached interview is readily apparent to an experienced interviewer. The personal element enters into an interview with unpredictable force and cannot be entirely prepared for.

However, many schools make arrangements to have members of classes participate in actual practice interviews. A local businessman, personnel manager, employment manager, or industrial executive is induced to serve as an interviewer, seated at the desk in front of the classroom. One at a time, members of the group may be admitted from outside the room, as if they were entering a business office. In the presence of the class, the pupil then conducts a practice interview with the business executive, after which he is given a chance to hear constructive criticisms of the manner in which he attempts to sell his services. At subsequent practice interviews, he is given an opportunity to correct these defects and to improve upon his presentation. Sometimes members of the audience and other personnel men from local companies rate the candidates on prepared score sheets.

In the Benson Polytechnic School, Portland, Oregon, each senior enrolls in a course on methods of job locating and job getting. A special motion picture has been made which shows

correct and incorrect methods. Business and professional men volunteer their services to interview the seniors and fill out cards relative to each interview, giving reactions to aptitudes and qualifications in the particular fields covered. These reports are given to the counselor, who uses them as the basis for conferences with the seniors.

These practice interviews will help emphasize the details which interviewers claim are most commonly overlooked or unheeded by applicants: good grooming, appropriate clothes, a mouth free from gum, a friendly yet dignified approach, a clear voice, a co-operative and courteous manner, a readiness and willingness to discuss his qualifications unhesitatingly, and ability to discuss basic principles of the chosen field of work. A student should understand that if he is given an opportunity to ask questions during the interview, the purposefulness of his inquiries will reflect his potential value to the employer, as the personnel officer has the responsibility for finding the best candidate available for the job.

13. Practice Filling Out Application Forms

Personnel and office managers often complain about the inefficient manner in which applicants fill out application forms. They state that schools cannot overemphasize the importance of filling out the forms carefully and completely. A carelessly prepared application quickly discredits and disqualifies an applicant to such an extent that he is not given the opportunity for an interview. Business expects that the application form will not contain misspelled words, ink stains, blotchy erasures, grammatical errors, unanswered or incompletely answered questions.

Application forms are generally designed to follow a general pattern. The questions are prepared to reveal the following particulars: personal data such as name, address, marital status, age, health; education and training; scholastic honors and school activities; employment during summer vacations and other periods out of school; references; and type of work desired.

If actual forms cannot be obtained from employers in the community, mimeographed copies may be prepared. For an example of a composite application form, see *From Books to Business*, mentioned on page 350.

"A Composite Application Blank" is published in *The Busi-*

ness Education World, January 1941, which lists numerous questions selected from fifteen actual application forms. These give an idea of kinds of information the prospective employer desires and would provide practice in presenting pertinent information on an application form.

Several application forms are reproduced in [8] *Your High School Record; Does It Count?* The four-page composite application form used for practice in Chicago high schools is published in *First Principles of Business* (D. C. Heath and Company, 1944).

14. Experiences in Job-Seeking

An interesting practice which gives experiences in job-seeking is reported in the *Bulletin* of the National Association of Secondary-School Principals, October 1940: In the Wheat Ridge, Colorado, High School, a "job system" gives pupils experience in applying for and holding jobs in all types of school activities. Ninety per cent of the pupils participate in the system. A prospective job holder fills out an application form. He then secures his sponsor's signature on the blank, which serves as a character reference and signifies that the teacher believes him capable of holding the position satisfactorily. The Social Service Commission, which is elected by the student body, considers each application on the basis of experience and opportunity. Appointments are made for one semester only, to give as much experience as possible in applying for work.

For giving experience in employment interviewing, the writer enlists the co-operation of the service clubs. They select two of their members to give assembly talks on the subjects, "How to Get a Job," and "How We Select Our Employees." Following these talks, each member of the office-practice and typewriting classes selects one of the books on the subject of job-seeking from which to type a "book brief." Pupils also select one of the booklets on this subject to copy in its entirety, for rapid typewriting practice for credit as "quantity typewriting." The service club members agree to assist, whenever they are preparing to add a clerical worker to their staffs. They send a junior executive to the school to interview a large number of pupils from whom to select six or eight who are asked to report to the business or industrial office to interview the personnel manager.

This serves as a "weeding out" process for industry, gives the

feeling that likely prospective candidates are not overlooked, and makes it possible to interview many pupils in a short time. This method gives the pupils, not a practice, but a purposeful interview. It puts into application some of the theories presented in the books and discussions.

On some occasions the instructor announces that all pupils who have earned their eighty-word-a-minute transcription certificate or their Order of Artistic Typing certificate may arrange for the interview. In this manner, the plan is democratic and accentuates the high quality of work that instructors constantly strive to obtain.

These interviews are held in the office of the business education department and help to give it a businesslike atmosphere. Pupils usually report that they enjoyed the interview and look forward to meeting the personnel managers. When one of the group is selected for the position, however, the others indulge in some reflective thinking.

Employers will co-operate very generously in this matter, even sending a representative to select a worker for part-time or temporary work, if they feel that the school, too, is making an effort to give youth instruction in ways of finding employment. A representative from the National Association of Manufacturers * emphatically endorsed the co-operation of employers and schools at a meeting of the National Vocational Guidance Association. He declared that everyone in industry has been impressed with the helplessness of the average youth seeking his first job and that employers would be glad to co-operate with schools in showing youth how to go about getting work.

ASSIGNMENTS FOR PUPILS

1. Prepare scripts for dramatization of interviews, which will demonstrate desirable attitudes, suitable dress, and good and poor approaches.

2. Ask instructor to conduct a student job clinic, modeled after the "Man Marketing Clinic." Prepare a written sales presentation of what you have to offer. If a clinic similar to the "Man Marketing Clinic" is being conducted in your vicinity, arrange to visit it.

3. As an expansion of the "Man Marketing Clinic," the Edlunds invite correspondence from responsible individuals and organizations

* Fisher, R. E. "The San Francisco Convention." *Occupations, the Vocational Guidance Magazine*, pp. 527–8. April 1942.

interested in forming a similar conference in their community. Ask some business or executive club in your city to secure these suggestions and sponsor an employment clinic for your class.

4. Ask a local employer if he will conduct a series of demonstration interviews with members of the class, for practice and discussion of desirable attitudes and successful presentations.

5. Prepare a "sales-kit" with which you might sell your services as receptionist for some school function or as messenger to the principal or other school official Draft an experience record and qualification sheet which properly describes you and your ability. Compose your letter of application and the letters you would send to those whose names you have given as reference asking for recommendations. Include a follow-up letter of application. Be specific; spotlight concrete achievements in a well-arranged work record.

6 Investigate "Get Ready for a Job" clubs in other schools and report to the class. Report, also, on some of the activities recorded in the bulletin which is out of print but may be in your library, *Finding Jobs*, prepared by the Committee on Youth Problems, U.S. Department of the Interior

7. Report on some novel job-making ideas such as those given in the book, *So You're Going to College*, or in such articles as, "Think Your Way to a Job," in *The Rotarian*, October 1939; or "They Group to Conquer" in the November 1940 issue of *The Rotarian;* and the "Mind Your Own Business" series in *Vocational Trends*.

8. Practice filling out application forms and ask for criticisms on neatness, legibility, completeness, conciseness, and accuracy.

9. Plan a campaign to sell your services as reporter on a school paper, assistant at some school function, or helper on some faculty or school project. See if you can carry out your planned procedure and obtain experience. Consider: What have you to sell? Where can you sell it? How can you sell it? Apply for the work.

10. Select a newspaper help-wanted ad and write an answer to it.

11. Students in the graduating class may wish to make application for positions advertised in the newspapers, utilizing the suggestions given in the books and booklets on job-finding. Report to the class on the procedures you followed in making applications and the conditions encountered.

12. Report on the application interview described in some biography, such as *I Was Winston Churchill's Private Secretary* or *Joseph Pulitzer, Reminiscences of a Secretary* or *Shirley Clayton, Secretary*.

13. Using "Your Job Is Getting a Job," distributed by the Counseling Service for Juniors, Westchester County Children's Association, White Plains, New York, as the basis for a school bulletin to be given to those leaving school, plan the addition of local addresses of state employment services and current books.

1. ABRAMS, RAY. *Business Behavior.* South-Western Publishing Co., 1941.
2. BOYNTON, PAUL W. *Six Ways to Get a Job.* Harper & Brothers, 1940
3. BUCHANAN, AIMEE. *The Lady Means Business; How to Reach the Top in the Business World — the Career Woman's Own Machiavelli.* Simon and Schuster, 1942.
4. COOPER, RUTH G. "Grooming Youth for the Job Market." *Occupations, the Vocational Guidance Magazine,* October 1939.
5. DAVIS, HOWARD LEE. *Preparation for Seeking Employment.* John Wiley & Sons, 1937. 25¢
6. DREESE, MITCHELL. *How to Get the Job.* Chicago: Science Research Associates, 1941.
§7. EDLUND, SIDNEY W., and EDLUND, M. G. *Pick Your Job and Land It!* Prentice-Hall, Inc., 1938.
§8. FALK, ROBERT D. *Your High School Record; Does It Count?* Pierre, S.D : South Dakota Press, 1942.
9. GARDINER, GLENN. *How You Can Get a Job.* Harper & Brothers, (Revised) 1938.
10. HOVING, WALTER. *Your Career in Business.* Duell, Sloan & Pierce, 1940.
11. LASHER, W. K , and RICHARDS, E. A. *How to Get a Better Job.* American Technical Society, 1940.
12. LYONS, GEORGE, and MARTIN, H. C. *The Seven Keys to Getting and Holding a Job.* Gregg Publishing Co., 1942.
13. LYONS, GEORGE, and MARTIN, H. C. *The Strategy of Job Finding.* Prentice-Hall, Inc., 1939.
§14. MACGIBBON, ELIZABETH GREGG *Fitting Yourself for Business; What the Employer Wants Beyond Skills.* McGraw-Hill Book Co., 1941.
15. MAULE, FRANCES, *Girl With a Pay Check; How She Lands It — Holds It — Makes It Grow.* Harper & Brothers, 1941.
16 MAULE, FRANCES. *Your Next Job; How to Get It and Hold It.* Funk & Wagnalls Co., 1939
17. RAHN, A. W. *Your Work Abilities; How to Express and Apply Them Through Man Power Specifications.* Harper & Brothers, (Revised) 1938.
18. SCOTT, LOUISE H., and BELCHER, ELIZABETH C. *How to Get a Secretarial Job.* Harper & Brothers, 1942.
19. SNYDER, HYLA. "Dear Senior." *Journal of Business Education.* September 1939.

40 A stenography-room bulletin board devised by stapling cardboard on two discarded calendars Fountain pen in hand, the youth contemplates choice of work West Bend, Wisconsin.

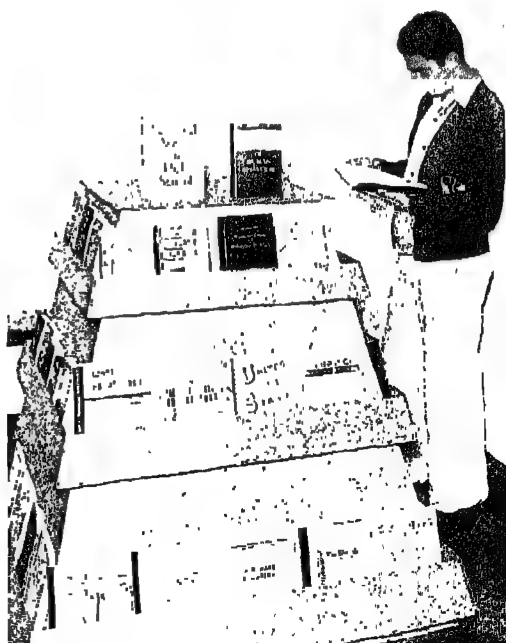




41. Vocational alcove Manhasset, Long Island. (P 217)



42 A student-designed poster urges the counselor and youth to investigate occupations. Tilden Technical High School, Chicago.



43. Collapsible display rack for exhibiting occupational information. The four sides of plywood are held together by hooks and screw eyes at the top and bottom. The square top merely rests in place. Los Angeles City Schools.

XXII

Individual Assistance in Tryout, Placement, and Follow-up

A. DIRECTING VOCATIONAL TRYOUTS

A HIGHLY important phase of training for occupational competency and of effecting the transition between school and work is the provision for tryout experiences. Even a very small amount of work in an occupation may result in a more realistic view of it than can be gained from books and lectures. It may also play a leading role in the drama of self-discovery. Among the values of firsthand work experiences are the following:

1. They help the pupil to appraise his own capacities, interests, and preferences.
2. They help the pupil to survey the needs and opportunities for employment
3. They provide the occasion to supply the vocational guidance appropriate to the tempo and characteristics of the ever-changing occupational scene.
4. They place an emphasis on meaningful experience instead of confining school work to the accumulation of knowledge.
5. They familiarize students with the realities of actual working situations
6. They give the school information which will enable it to make its instruction more practical.
7. Later assignments, when approached from the viewpoint of the prospective vocation, take on richer meanings to both pupil and instructor.
8. Association with workers offers the keys to enthusiasm and zeal for further effort and study. The result is added satisfaction to the pupil in his school work and a consequent greater degree of success in his vocation.

Nothing in the plan of tryout should give approval of exploitive child labor, curtailment of educational opportunity, or the use of youth in occupations in competition with adult employment. As the opportunities to try out and develop capacities for clerical and office work usually are of short duration, the questions of compensation or competition with adult employees do not arise.

The Fair Labor Standards Act enacted by the Federal Government in 1938 requires that employees who are engaged in interstate commerce or the production of goods for interstate commerce be paid wages by the employer at not less than thirty cents per hour. An opinion secured from the Federal Government states that youths who perform actual service would come under this act while those who are merely observers would not. As many local businesses are not engaged in interstate commerce, this act does not seriously limit the tryout program. Furthermore, special certificates may be secured from the Administrator under Section 14 of the Act authorizing employment of the pupil as a learner at a wage below the statutory minimum.

It is necessary also for the school to acquaint itself with the labor laws of its state with reference to children. In some states the laws are such as not to limit the program in any way. In others it may be necessary to secure the approval of the Labor and Industries Department on the grounds that this is a learning experience and not regular employment. In still others it may be necessary to limit the tryout experiences to observation only.

In many communities where tryout programs have been established considerable care has been exercised to insure that labor unions fully understand the program. In almost every case the union not only has offered no objection but has been very helpful in promoting the program and assisting the pupils. This cooperation has been secured by interviewing labor leaders, talking before labor organizations, and having representatives from the unions on the committee that is working out the program.*

There is an increasingly large number of tryout plans described in the educational literature:

Fort Atkinson, Wis. For years it has been the custom during the second semester for our commercial students to work afternoons for two weeks at a time in the offices of various business places in the town. The students receive no remuneration for this work — it is felt that the contacts established and the attention and help given them more than balance up the situation The students are thankful for the experience, for they will never have the terrible dread of the personal application nor the first day on the job . . . — *Business Education World*, page 13 September 1941

Rock Island, Ill Local businessmen take the students in the office practice class for seniors into their offices one-half day for two weeks.

* Bohle, James H. *Exploratory or Tryout Experiences.* Kiwanis International, 1940.

The pupils work either in the morning or the afternoon, as best suits the businessmen, without pay. Before they are sent out to work, office technique, personal appearance, manners, personality, and courtesy are discussed. They are taught how to approach the employer when reporting for work. In their work they become acquainted with office routine under real situations. The results of this experience pleased both pupils and businessmen. — *Promising Practices in Secondary Education*, Bulletin of National Association of Secondary-School Principals, page 11. Number 92, October 1940

Manhattan, Kansas. As a part of the course in the occupations class, pupils work in various places of business in the town. They generally work for an hour and a half after school for several weeks during the year. This gives the pupils firsthand information and experience on how the various places of business are managed and some idea of the work the employees do, the working conditions, and the type of people employed. — *Promising Practices in Secondary Education*, Bulletin of National Association of Secondary-School Principals, page 66. Number 92, October 1940

Mt. Diablo, Calif. In the second semester of the senior year, the courses in secretarial and general office practice include what has been called "co-operative training." Each student is required to spend between sixty and seventy hours on a job which is arranged for by the instructor. In the past they have worked on Saturdays, after school, or in vacation periods in insurance and law offices, banks, and industrial plants. "For the past few years," says the principal, "we have arranged for a more concentrated form of work. We arrange with all teachers to excuse these students for a period of three school days preceding the spring vacation. They are then placed on jobs by the instructor for these three days and for the vacation week. We ask for a definite report on each one from the person in charge of the plant or office. This report is sent to me in writing and it is confidential, frank, and constructive. The students are not paid. We have had enthusiastic interest on the part of the students and fine co-operation from employers. Many of our students have secured permanent positions through the contacts which they have made in the course of their co-operative work under supervision. Since we have included salesmanship in our commercial course this year, some of our students will be placed on selling jobs for their required experience." — *Schools and Manpower*, page 79. Twenty-first Yearbook. American Association of School Administrators, 1943

Wyandotte High School, Kansas City, Kansas. A thorough start has been made toward giving work experience to all pupils enrolled in the commercial department. Nearly one hundred students are divided into three groups which work afternoons and Saturday without pay in various offices and business houses in the community. One

group works during February; the second group, during March; and the third, in April. To receive this experience, which is sponsored jointly by the school and the Business and Professional Women's Club, a student must have permission from his parents and have at least average marks in his subjects . . . Work experience for pupils enrolled in retail selling has been provided co-operatively by the school, the chamber of commerce, and the Retail Merchants' Association. Plans were under way (March 1942) to provide similar experience in automobile mechanics and ultimately in a large number of occupations in the city — *Schools and Manpower*, page 52. Twenty-first Yearbook. American Association of School Administrators, 1943

In some schools, vocational experience is given to seniors during the second semester. Each Wednesday for the fifteen weeks, each pupil reports for work to the same office to which he has been assigned for the term. He works throughout the business day and is expected to conduct himself as an actual employee, doing all the tasks assigned to the best of his ability and assuming all the responsibility that goes with the assignments.

The pupils commonly report that the most valuable gain is seeing in practical application the many precepts given them in the classroom or textbook, which were accepted by them at that time as purely academic. It gratifies them to see the theories expounded by their instructors become realities. It makes them take an entirely different attitude when they return to classes each week, more mature, more purposeful, and they apply themselves to their work with a far greater enthusiasm and interest.

In many schools advanced business students volunteer or are assigned to work for faculty members and the school offices to assist with clerical, stenographic, and secretarial work. They also obtain some practice in working for school and civic organizations.

For many years the writer has arranged for each member of the senior stenography class to spend an hour a day for two weeks in one of the school offices and to spend two weeks after school in both a large and a small business office. Members of the service clubs co-operate in arranging for these tryout and exploratory experiences. A report chart, given on page 385, provides for the suggestions, criticisms, and ratings of their supervisors in the business offices.

Many pupils have their interest in office work increased by these trial work periods in business offices. They observe busi-

ness procedures and business conduct. They experience the stimulation and motivation that come from knowing that the work done will be used. Their reports, in which they summarize and evaluate their exploratory experiences, include comments like the following:

"I wrote four letters in shorthand and it was easy! It was so hard to get that eighty-word-a-minute certificate, but this was easy!"

"I discovered that an office is a friendly place. I thought it would be dull and formal, where everyone worked every minute."

The Co-operative and Diversified-Occupations Programs

The co-operative plan closely follows Antioch College's method of requiring students to spend approximately half their undergraduate time on the college campus, studying under a well-balanced academic program, and to spend the other half in regular employment in industry, in business, in laboratories, or in schools. Under the co-operative plan, students usually work in pairs, with one at work and the other in school on alternate weeks.

In the communities where employers are co-operating with schools in these programs, they have accepted the responsibility from the standpoint of their duty, as citizens, to provide an opportunity for youth to prepare for useful employment. They agree to give fundamental training in the vocation, to make periodic reports concerning the pupils' progress, and not to use pupils to replace regular employees. The co-operative system of providing vocational experiences has been developed over many years by Dean Schneider of the College of Engineering and Commerce, University of Cincinnati. More recently there has been some effort in this direction by vocational and secondary schools.

In Wilmington, Delaware, High School, more than one hundred young people are placed each semester for part-time work experiences in local business offices. The commercial majors enter business offices after the middle of the senior year, spending alternate two-week periods in school and in employment. Through the services of a co-ordinator, the school assists in finding openings and supervising the pupil's work. Regular progress reports made by both pupil and employer are used in vocational guidance. That the plan as a medium of placement suggests the wisdom of strengthening such training activities is attested by the fact that during the years when unemployment was high (1937–38) ap-

proximately 85 per cent of the co-operative graduates found full-time employment before September first.

After trying a co-operative work-study plan for six years, the superintendent of schools of Aberdeen, South Dakota, reported that the plan had passed the stage of experimentation and was definitely established as a fundamental part of the high school program.* According to this plan, the pupil attends school in the forenoon and works in a business establishment in the afternoon. Six years after the plan was put into operation, it was computed that 76 per cent of the graduates who had participated in the co-operative training program had found permanent employment in the vocation for which they were trained, and 92 per cent of the graduates from the commercial or business-education curriculum had obtained regular work.

A student-employer agreement, given below,* has eliminated many items of misunderstanding among the employer, the student, and school officials:

STUDENT-EMPLOYER AGREEMENT

I, ____________________, acting as employer, do fully understand and agree to the following:

First, to show my willingness to teach the student my trade or business as circumstances permit, and in so far as possible route him through the different jobs of this particular business.

Second, to have said student under my training for twenty hours a week Such hours are to be arranged by mutual agreement.

Third, not to allow the training of this student to displace any other employee.

Fourth, to tell the co-ordinator each six weeks what progress the student is making.

Fifth, to confer with the co-ordinator upon any unsatisfactory situation in the training program before the student is released.

Sixth, to require the student to be on the job as regularly as a paid employee.

I, ____________________, as student, do fully understand and agree to the following:

First, that the above conditions relating to the employer are known and agreed to by me.

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* Dalthorp, Charles J. "A Co-operative Work-study Plan." *Business Education World*, pp. 781–784. May 1940.

Second, that I shall attempt to learn as quickly as I can.

Third, that I will be prompt in getting to work.

Fourth, I understand that there need be no set pay for the twenty hours of training, but if the employer desires to pay something, it may be accepted

Fifth, that I will, under all conditions, show my desire to learn and to co-operate with the person teaching me, and to make his work as pleasant as possible.

Sixth, that I will be exceedingly careful to observe the rules of business etiquette as they concern my employer's business.

Under the impetus of the George-Deen Act, which provides for special appropriations for training in merchandising and salesmanship, some high schools are giving courses in these subjects, supplemented by alternate-week employment in stores. To determine the frequency with which such jobs lead to permanent employment, a follow-up study was made of pupils of these courses in three New York City high schools who at the time of graduation (June 1928–June 1934) were working at the store of R. H. Macy and Company. That fifty-one per cent of this number were still employed by the store in February 1935 presented a very encouraging view of the possibilities in co-operative training.*

In Lewistown, Montana, the high school pupils spend three hours a day, five days a week, in some store, shop, or office, receiving school credit for their experience and training in a wide range of practical activities. The Wilbur Wright High School of Detroit and the Parker Vocational High School of Dayton, Ohio, offer co-operative courses. The Henry Ford Trade School is an example of co-operative training operated within a single company.

Another variation of this plan is to arrange for pupils to spend six weeks in school and six weeks at work. By this rotation method, one job is filled all term. This plan is used at Northeastern University in Boston.

A modification of the part-time co-operative training is the diversified-occupations program. It involves a co-operative working agreement between the public school and the industrial enter-

* Chadwick, Lee S., and Osgood, Ellen L. "Do Co-operative Jobs Lead to Permanent Employment?", *Occupations, the Vocational Guidance Magazine*, pp. 70–71. October 1937

prises of the community, which furnish part-time employment with pay to students during school hours. High school pupils of employable age are enrolled in the program and spend one half of each school day in employment in their chosen trades or occupations for the purpose of securing instruction as student-learners from expert workers. The school facilities are used to furnish the technical subject material correlated with the work experiences of the student-learner.

The person in charge of the diversified-occupations program is called a "co-ordinator." In 1940, there were 350 co-ordinators, working in three hundred different high schools.

The tryout values of school subjects and extracurricular activities are discussed in Chapters X and XV.

The effectiveness of the co-operative training program depends to a great extent upon the vocational guidance program. Not only must pupils know the possible occupations which they might enter but they must know the employer specifications for them. It frequently happens that when an employer calls for a clerk to work in a store he wants a clerk with promotional possibilities. The employee is often selected because he has skills or abilities in addition to those required for the immediate job, in order that he may progress from sales work to office or semi-managerial positions.

The success of these programs also depends on the degree of correlation in the classroom. If opportunity is given the pupil to discuss problems encountered in his co-operative experience, to do correlated reading, and to learn to do better the activities engaged in, the work furnishes an added incentive to study and increases the pupil's efficiency in study. He will come to a fuller realization of what to expect of the job and what is expected of him. On the basis of personal work experience, he can make a decision concerning further pursuit of that kind of work.

Pioneer work is as difficult today as ever, but it also is just as satisfying. There is no more challenging field today than this effort to evolve a plan whereby initial experience on the job under the supervision of the school and as part of the organized educational administration may be obtained by the student on the threshold of his business or industrial career — guiding him, advising him, placing him if possible, and following him up not only for his own benefit but for that of his employer, other students, and the school.

B. HELPING BUSINESS PUPILS FIND SUITABLE JOBS — PLACEMENT

Anna Y. Reed once termed effective placement "the alpha and omega of vocational guidance"*; the alpha because finding suitable jobs for young people furnishes the facts upon which earlier steps in vocational guidance may be based, the omega because it consummates and effectuates the whole process of educational and vocational guidance.

The culmination of business courses is the induction of youth into clerical, business, sales, and related occupations. Yet even in this phase of education for work, schools have not been sufficiently active in their efforts to match the workers and jobs.

The Occupational Adjustment Study revealed that only 3.9% of the youth interviewed secured their first jobs through school authorities, while 51.2% of the youth secured their first jobs through the help of friends or relatives, and 31.4% through personal applications.† The American Youth Commission reported that "the responsibility for providing an effective type of placement service has not been accepted in practice by more than perhaps five per cent of the schools that attempt to educate the young." ‡ An examination of the indexes of twelve annual yearbooks of the Eastern Commercial Teachers Association and the National Business Teachers Association finds "placement" listed only twice.

Placement involves assistance both to young people in their quest for employment and to employers in their search for qualified workers. Consequently, placement officers must make every effort to induct youth into the kind of employment that is in harmony with his abilities and interests and in which he will achieve a reasonable measure of competency and satisfaction. To perform a discriminating service, genuine study must be made of the needs of employers as well as of the individual interests, abilities, achievements, likes, and dislikes of the youth. This may be done through: (1) co-operating with U.S. employment offices;

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* Reed, Anna Y. *Junior Wage Earners*, pp 162–4. The Macmillan Co., N.Y., 1920.

† Landy, Edward *Occupational Adjustment and the School*, p. 55. Bulletin of the National Association of Secondary-School Principals, Number 93, November 1940.

‡ Reeves, Floyd W "After the Youth Surveys — What?" *Occupations, the Vocational Guidance Magazine*, p. 245. January 1940.

(2) establishing a central school placement office; (3) maintaining a business department placement service.

1. Co-operating with U.S. Employment Service

The passage of the Wagner-Peyser Act of Congress in 1933 provided for a public employment service administered by the states with the co-operation and financial assistance of the Federal Government. As a result, public employment services are operated in 48 states, the number of offices now numbering 1500, with 3000 additional offices being served by itinerant staffs. Another impetus to the expansion of public employment service was the Social Security Act of 1935, which required that claimants for unemployment compensation benefits register and maintain contacts with the public employment service.

However, according to the Occupational Adjustment Study, less than one per cent of the 900 youth interviewed in 1939–1940 secured their first job with the aid of a public employment agency, although there was one accessible to youth in each of the cities included in the study.*

The current trend is toward co-ordination of efforts of both the school and the public employment service. In one city, Providence, Rhode Island, the Unemployment Compensation Board which operates the Rhode Island and the United States Employment Service chose to subsidize the school placement service, instead of trying to establish a competing service. The school committee has complete administrative responsibility for the placement service for juniors and invites the supervision of the public employment service which contributes a portion of the total cost. The counselors in the placement office belong to the school counseling staff. The follow-up service of graduates and of drop-outs is an integral part of the service. It is also integrated with the Central Records Office and with the Continuous School Census. Every employed youth must get his social security number from the school placement office and every unemployed youth must register to draw unemployment compensation or to secure assistance in obtaining a job. This plan provides a complete and continuous survey of and service for out-of-school youth.†

The problem of location of the employment office for youth

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* Beery, John R. "Placing High School Youth." *School and College Placement.* Occupational Reprint. Science Research Associates. March 1941.

† *Promising Practices in Secondary Education.* Bulletin of the National Association of Secondary-School Principals, pp. 32–33. October 1940.

needs careful consideration in view of the facilities and personnel in the community. The Providence placement service is located in the administration building of the school system; in St. Louis a similar plan is employed with the junior placement activities centralized in the public employment office.

A practical co-ordinated plan between the public employment service and a small high school may be illustrated by that of the West Canada Valley Central School, New York. It is aimed to assist the public employment service in placing a greater number of persons in different types of work by recruiting workers to refer to the employment office, and by forming a contact, at the request of the employment office officials, with applicants whom the employment office wishes to interview for possible referral to actual jobs:

> The employment office, when in need of one or more applicants to fill a particular opening, calls the school office. The guidance director assists the employment office by contacting the applicant and notifying him when to report to the employment office for an interview. The plan works as follows:
>
> John Jones is unemployed. He wishes to work but, like a great many other people, doesn't know how to secure a job. He is not aware of the functions of the New York State Employment Service. Even if he is aware of them . . . he is embarrassed to approach these officials. He obtains information that the school has some sort of a bureau to aid him in finding employment . . . He usually knows the principal, the guidance director, or some teacher. He seeks their advice in the matter and registers for employment with the guidance director who explains the purposes of the public employment service and gives him an introductory card. John realizes now the purposes of the public employment service and can enter their office with this card which will make his interview easier. After he registers, he returns home. In a few days the manager of the employment office telephones the school and requests that John Jones and several others present themselves at the employment office the next morning . . .

John Jones now has a job. The school has assisted him in finding work by this co-operating plan without actually operating a placement bureau. The manager of the employment office is pleased because it has helped his record of placement while the school officials are gratified because they have helped John Jones who lives in the community where the school is located. Because of this plan both the employment office and the school receive mutual credit from John Jones.*

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* Moehle, John H. "Coordinated Placement Plan." *Syracuse Conference Proceedings; Educational and Vocational Guidance*, pp. 25–26. New York State Counselors Association, 1941.

Another co-operative placement service for juniors is described by Guy Nicholson in *Occupations, the Vocational Guidance Magazine*, January 1939.

In general, the suggestions for methods of co-operation are based on the belief that the public employment office has information on jobs while the school has information concerning the pupils. The U.S. Employment Service can assist the schools by furnishing information on job specifications, employers' hiring requirements, employment opportunities, and general occupational trends in the community. It can also aid the schools in securing information on the placement of their pupils, their success or failure on the job, variations in the needs for training, and other data helpful in revising curricula. Schools can assist the U.S. Employment Service by furnishing information on the applicant's school performance, teachers' ratings, extracurricular activities, and physical and health facts.

2. *Establishing a Central School Placement Office*

In cities containing several vocational and high schools, a central placement office has many advantages. It is more convenient for the employer to draw upon the available supply of workers from the entire school system by calling a central office. He is more willing to submit reports to one office than to respond to requests from several schools. The central office likewise opens up to the pupil the employment opportunities in his field afforded by the entire city. The central office avoids competition between schools. It makes provision for staff members who have time and equipment for the work.

If business teachers share in the work and administration of the placement of clerical and sales workers, perhaps on a part-time or rotation plan, they profit from the direct contacts.

3. *Maintaining a Placement Service in a Business Department*

Whether a business department maintains its own placement service, co-operates with a public employment service, or contributes toward the assistance given by a central school placement office, it will receive many inquiries from employers regarding ratings of students. Although a youth has been referred to an employer by the public employment service or a friend, the school

will be asked frequently to recommend the individual whose aptitudes and skill will bring about successful job performance.

As a result of the contacts with industry and business, the school personnel is able to present to the pupils more realistic and up-to-date information about requirements and opportunities, citing local examples. They learn firsthand of the weaknesses in the preparation for work offered by the school and bring back ideas and suggestions for improvement of the training courses. For these, if for no other reasons, the business department will make a serious effort to match the qualifications of graduates and withdrawals with the requirements of existing jobs.

Of the 53 schools included in the survey of high school placement bureaus in Wisconsin, 31 have organized placement systems and play an active part in placing their commercial graduates in business positions. Those in charge of the high school placement service in 1942 were as follows *:

Head of commercial department	8
Principal and commercial teachers	5
Commercial teachers	5
Guidance department	3
Principal	2
School office	2
Principal and commercial department head	2
Supervisor of commercial education, aided by the main office and the guidance department	2
Principal, commercial teachers, and guidance director	1
Guidance director and commercial teachers	1

Functions of Placement Worker

The basic duties of the placement worker are very much the same whether they are performed in school, public employment service, or community organization. Several functions are involved.

1. Recruiting and registering of applicants. This includes keeping a record of personal data, educational attainments, training, work history, and kinds of work desired.

* Ewalt, Lorraine, and Feller, Robert. "A Study of Placement Programs in Wisconsin High Schools." P 41. *Commercial Education.* Bulletin of the Whitewater State Teachers College, Whitewater, Wisconsin, March 1942.

2. Assembling and organizing significant facts and credentials. School placement workers have the advantage over other agencies in knowing more accurately the applicants and their educational experience records.
3. Classification of registrants according to the work they are qualified to do. Abilities are demonstrated by competence in the vocational courses and any part-time or tryout work.
4. Interviewing candidates. This involves finding out if the information given by the applicant agrees with the facts, recognizing personality traits and analyzing behavior. The interview is one of the most important techniques, as satisfactory placement service includes assisting the individual to make decisions and choices so that he will be able to realize personal values, such as individual happiness, and social values, such as rendering his best service to society. It should also mean the realization of emotional adjustment and social security. This bringing into juxtaposition our intricate occupational life and the complexity of individual differences is more than merely matching youth with jobs.
5. Reception of employers' request. Special forms may be devised for recording information given by the employer when he gives the qualifications desired and requests recommendations of several candidates.
6. Selection and referral of applicants. As the intermediary in bringing together those who seek work and those who seek workers, good placement service should generally give the employer an opportunity to choose from two or more applicants. Likewise each candidate should have the privilege of declining a particular job if he does not like the prospects. While a placement service provides assistance to both young people and employers, it does not relieve the applicant of the responsibility of "selling" his services to the employer. When referring the applicant to the employer as a candidate for the position, the procedure includes aiding the youth to make his application as effective as possible. This may take the form of suggestions regarding personal appearance, manner of approach, aid to become proficient in the finer points of interviewing, writing effective letters of application, and other techniques of selling his abilities.
7. Sending recommendations, information, and credentials of several candidates to the employer. This includes recommending persons who seem best fitted for the job, after scrutinizing the general training and special fitness of the most likely applicants.
8. Utilization of special groups. This includes the study of capacities for special work and the solicitation of work opportunities for special groups, such as persons who are handicapped, mentally or physically.

9. Verification of placements. This is the process of checking whether the applicant met the requirements and obtained the position.
10. Field work to make contacts with employers to solicit jobs, to interest employers in using the placement services, to keep informed on demands of employers and to interpret to them the qualifications of youth who have been trained for specific kinds of work. Placement workers, also, should be informed about the various types of labor legislation and agencies for their enforcement, such as child labor laws, hour laws, minimum wage laws, workmen's compensation, and unemployment insurance.
11 Keeping of records, reports, and statistical data. Special forms may be devised for use as registration cards, reference blanks, employer orders, field work reports, introduction, referral cards, and follow-up forms.
12. Follow-up with the employer. This is the process of determining the adequacy of the employee's skills and personality traits, and evaluating the service of the school.
13. Follow-up of the person placed. Follow-up as the fourth function of vocational guidance is for the primary purpose of assisting the individual to progress in his occupation, as emphasized in the following editorial *:

> Investigations of the status of school-leavers, especially when they are accompanied by requests for comments regarding the value of the educational provender provided by the schools, are bound to be useful in revising curricula and formulating policies.
>
> But there is a further extension of meaning which vocational counselors give to follow-up. While it is in part a means of discovering the efficacy of their service — in other words, evaluating it — it is more importantly the means through which they carry out the fourth function included in the official definition of vocational guidance: assisting the individual to "progress in an occupation." This may take the form of helping him to get along with his boss and fellow-workers, understand the industry in which he is employed, and behave himself as a worker. It includes helping him to envisage the promotional steps on his ladder, to prepare himself for advancement, and to deport himself in such a way as to command recognition of his virtues as an employee.

C. FOLLOW-UP OF FORMER PUPILS

So important are the continuing contacts between the school staff and the young people on their first jobs that strong recom-

* Kitson, H. D. "Meditations on Follow-up." *Occupations, the Vocational Guidance Magazine*, pp. 203–4. December 1941.

mendation is made for extending the practice of giving business teachers the time and opportunity for following up their pupils. The information gained through the type of annual inquiry of school graduates and drop-outs discussed in chapter XXIV suggests new topics to be incorporated in the course of study, activities that may be discontinued, new ideas to be developed, and new services to be rendered. Many of the studies are designed for the purpose of assembling occupational information, revising curricula, and formulating policies. But these inquiries make no claim to ascertain the individual's adjustment needs, to counsel him regarding preparation for advancement, or otherwise assist him to progress in his occupation — the climax of vocational counseling services.

The development of follow-up services to determine adjustment needs is strongly urged by Myers *:

A company manufacturing automobiles finds it not only possible but profitable to spend a large sum of money each year in providing free service for a time on every car it turns out. After driving a new car 1,000 miles the purchaser is asked to bring it in for a free inspection and to report any defects that he has discovered. He is expected to do the same thing again when the car has completed 2,000 miles. Any defective parts discovered or any adjustments needed within the first three months or 4,000 miles (whichever is reached first) are cared for by the manufacturer without charge to the purchaser. In other words, automobile companies consider it good business to make ample provisions for following up their product, as well as for producing and selling (or placing) it. They are so much concerned about how their product performs and how it pleases their public that they are willing to spend freely on this follow-up service.

Surely youth deserve as much consideration on the part of the social institution which prepares them to function in an adult society, especially when it is realized that the first few years of this functioning really contribute enormously to the very process of education which the schools have been fostering in these same youth. Ultimately the schools must be expected to go to great pains and expense in order to perform a comprehensive follow-up service for their product This service will no doubt concern itself with other aspects of life as well as with vocational adjustments.

Four methods by which the business department may determine adjustment needs of graduates and school-leavers are:

* Myers, George E. *Principles & Techniques of Vocational Guidance*, pp. 313-4. McGraw-Hill Book Co , 1941.

(1) reports of students and employers; (2) calls at places of employment; (3) planned group meetings; (4) individual conferences.

1. Reports of Students and Employers

Many suggestions may be obtained from reports sent in to the school by the youth and by the employer at the end of three months. Forms may be sent to the employer asking for information regarding the adequacy of the young worker's preparation, specific further preparation or skills needed, his attitudes, his relations with fellow workers, and opportunities that lie ahead. The youth may be asked to give a description of his duties; the features of the work he likes best; features he likes least; further training, experience, or skills which he considers desirable.

From his answers to the question regarding agreeable and disagreeable features of his work, one can find ways of assisting the worker to envisage the promotional steps ahead that are consistent with his interests.

The Occupational Adjustment Study made by the National Association of Secondary-School Principals of the National Education Association employed the interview technique of gathering data, using a detailed schedule with graduates and school-leavers and a separate schedule for employers. The main purpose of the study was to discover the effectiveness of secondary schools in promoting the occupational adjustment of former pupils and to receive suggestions for improving this service. The survey revealed the kinds of work engaged in by recent graduates, their difficulties, and their hopes for future employment. It is expected that the Occupational Adjustment Study will serve as a model for other follow-up studies through the country.

The report of the first year's work entitled *Occupational Adjustment and the School* is published as the November 1940 issue of the Bulletin of the National Association of Secondary-School Principals. The second report, dealing with the experimental introduction of occupational follow-up procedures in forty American secondary schools, is published in *The School Follows Through: A Post-School Adjustment of Youth,* the November 1941 issue of the same bulletin. The second report deals with outcomes of occupational follow-up studies, instruments and procedures employed, and proposed plans and forms.

A manual is also published in an effort to present suggestions to those schools which are interested in modifying their school programs to aid youth to become better adjusted occupationally. This manual contains a detailed outline of the Occupational Follow-up and Adjustment Service Plan with suggestions for carrying out a follow-up program. It gives specific instructions for the use of the four instruments:

(*a*) The Follow-up Record Card upon which certain essential school and home background data are entered before the youth leaves school and upon which the data from the successive follow-ups are accumulated for the purpose of tabulation and cross-analysis
(*b*) The Post School Inventory, a questionnaire which is sent to all youth at approximately one-, three-, and five-year intervals after they leave school
(*c*) The Follow-up Interview Schedule, with which a selected sample of the school-leavers are interviewed
(*d*) The Employer Interview Schedule, with which a selected sample of the employers of the youth are interviewed

Any school interested in the follow-up plan may obtain a sample set of the instruments and further information by writing to the National Association of Secondary-School Principals, N.E.A., Washington, D.C.

Additional suggestions for making local surveys may be found in reports of follow-up studies made in Boston; Minneapolis; Philadelphia; Pittsburgh; Providence; and Seattle.

Many of the studies report that the current addresses of school-leavers are compiled from school records, information of present students, and co-operation of local post offices. A recommended method of obtaining responses is securing the services of present students to deliver the questionnaire, together with a letter explaining its purpose, to graduates with whom they are personally acquainted or who live in their neighborhoods. One follow-up study * reported that 60% of the questionnaires sent through the mail were returned, while practically all blanks were received via present students.

Another survey of alumni jobs may be illustrated by the plan used in White Plains, New York. A questionnaire sent to those who left school within the preceding year gave the school an

* K. W Haubenschild. "A Follow-Up Study of the Graduates of the Bensenville Community High School." *Commercial Education.* Bulletin of the Whitewater State Teachers College, Whitewater, Wisconsin, October 1941.

opportunity to benefit from the views of youth who have been out of school for a year or more. This questionnaire inquired about the subjects considered most useful, the services of the school deemed most helpful, the extracurricular activities found most beneficial, as well as descriptions of work or training experiences.

In West Bend, Wisconsin, an alumni directory is compiled with the assistance of committees from each of the alumni groups who secure the address, occupation, and marital status of their classmates. At intervals the directory is published in the senior class yearbook and separate copies are mailed to all alumni with the invitation to attend the annual alumni dinner. From this a class is able to tabulate the occupations of local graduates and prepare graphs similar to the ones utilizing the local census data. These statistical graphs furnish a point of departure from which the pupil may go on to explore other sources of information. Except for postage, this type of survey is made without cost or teachers' time.

Considerable accumulated information about local clerical occupations also is assembled by means of pupil interviews. By this method each commercial pupil interviews a worker in the clerical and business occupations each year. He types for the card file a report of duties, qualifications, and requirements, as given by the worker interviewed.

2. *Calls at Places of Employment*

Because of the inconvenience to employers and the lack of time of staff members, visits to observe the worker and to make inquiries of their supervisors are not a commonly accepted practice. Many schools depend largely on telephone calls to obtain follow-up information. Other examples of calling on former pupils as a means of discovering occupational status of school-leavers have been furnished by the schools of Pittsburgh, Oakland, and Pasadena, which made motion pictures showing recent school-leavers at work and, by exhibiting these in school, enlighten the current pupils about local working conditions.

3. *Planned Group Meetings*

Although many graduates return to school for counseling, not all of them will come back uninvited. For several years, the

author planned two group meetings each fall for the commercial graduates of the previous year. One was in the form of an outdoor picnic on the school grounds, at which each member told of his working or vacation experiences since June. The reunion provided an occasion to exchange reports of joys and tribulations and was looked forward to as a homecoming. The second meeting followed the Open House program. Special invitations were sent announcing the group meeting after the assembly program. In the commercial rooms were arranged an exhibit of new books, announcement of extension courses, and a display of current projects. Pupils sat again in their former seats, tried their favorite typewriters, and reported comparisons with their business equipment. A committee of pupils assisted with refreshments and there was usually a 100% attendance on these occasions. Although planned primarily to give pupils an opportunity for a friendly exchange of ideas, the instructors of the commercial department are enabled to glean much information for mutual benefit.

The invitation to join groups of stenographers and office workers on vacation and week-end camping trips also resulted from the "reunions" and gave additional opportunity for follow-up of former pupils.

4. *Individual Conferences*

Individual conferences grow out of the meetings described above; in fact the meetings can become, in effect, an aid to an interview.

When former pupils are invited to a "Dutch Uncle" luncheon (see page 167) the instructors frequently can discern some of the problems they face, their growth on the job, and their relationship to their work, their supervisors, and their co-workers. Subtle suggestions, given in a later individual conference, may aid them to see future opportunities and to make ready to meet them.

If a teacher actively participates in the work of civic and service clubs, alumni groups, worker groups, community chest, and reading clubs, he will have a better grasp of the local occupational scene. Through individual contacts he will become better informed regarding occupations of the community, their requirements, the educational training necessary, and the best provisions for placement. He will also be in a better position to understand

occupational changes and probable trends. On the other hand, the continuing contacts make it possible for the school staff to ascertain the needs of the young workers and to assist them to progress in their occupations.

By various devices at its command, the business department should encourage graduates and school-leavers to come in to report and discuss their problems and progress. By referring to the records in the cumulative folders and utilizing reports of employers, other teachers, and the youth himself, many ways will be found to help each individual get along with his employer and associates, to maintain a favorable outlook, to envisage the promotional steps on his occupational ladder, to prepare himself for advancement, and "to deport himself in such a way as to command recognition of his virtues as an employee."

The following records in the individual student folders have been found useful to the author when recommending students for initial jobs in business.

REPORT OF STUDENT TYPISTS AND SECRETARIES

______(Name)______ arranged to do volunteer typist and secretarial work for you the past semester. A report of the work, with your criticisms and suggestions, would be appreciated. The information will be used in an attempt to promote a more favorable development of the student and more efficient service to you If the work has been satisfactory, the report will be added to the student's experience record.

Please fill in the form given below in accordance with your observations and place it in my box in the office.

G F.

	Approximate Amount	RATING			
		Excellent	*Good*	*Fair*	*Poor*
KINDS OF WORK DONE					
Typewriting					
Shorthand					
Filing					
Stenciling					
Mimeographing					
Clerical service					
QUALITY OF WORK					
Accuracy					
Thoroughness					
Orderliness					
Neatness					

	RATING			
	Excellent	*Good*	*Fair*	*Poor*
PERSONAL QUALITIES				
Attitude				
Initiative — resourcefulness				
Promptness and regularity				
Perseverance				
Business behavior				
Responsibility				
Poise				
Social competency				
Manner				
Judgment (common sense)				
Co-operation				
Industriousness				
Dependability				
Adaptability				
Comprehension and alertness				
Development and expansion in his field of work				

Suggestions which will effect improvements in this student's work for a faculty member next semester.

Suggestions for improving his employability at the end of the year:

This pupil's strongest employable asset is:

One major point on which this pupil should improve is:

Additional comments:

If you wish a senior typist or stenographer to work for you next semester, please indicate here: Yes ____ No ____

PLACEMENT INFORMATION

Name ____________________ Address ____________________

Parents' names ________________ Telephone ____________________

Check subjects taken in high school:

____ Beginning shorthand   ____ Beginning bookkeeping

____ Beginning typewriting   ____ Advanced bookkeeping

____ Advanced shorthand   ____ General business training

____ Advanced typewriting   ____ English IV

____ Office practice   ____ ________________

Do you plan to continue your education? _____ If so, where? _____

Next year? _____ Later? _____

What kind of work would you prefer to have next year?

Where have you filed applications?

If you had your choice, where would you prefer to work next year?

List in chronological order your experiences in remunerative work:

Name of employer	Address	Type of work	Salary	Dates

What school, office, or other vacation-time experiences have you had?

Name extracurricular activities engaged in during high school.

List any honors received, such as election to offices, places in contests, appointments for school service duties, etc

In your work experiences, what did you do that you liked to do best?

In your work experiences, what did you do that you liked to do least?

Name your chief leisure time interests.

References: Name	Address	Occupation

What specific abilities or attitudes did you receive in high school which, in your opinion, should make you of value to an employer? If I am asked to recommend you next year, when I cannot have a conference with you, what points do you suggest that I include in my recommendation? In other words, what are your "strong points"? Use reverse side of paper.

(For confidential use)

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CO-ORDINATING VOCATIONAL GUIDANCE AND BUSINESS EDUCATION

TEACHERS of business subjects may inject many activities into their instruction which will render assistance to pupils in formulating feasible vocational objectives. By placing at least a part of the responsibility for vocational advisement, placement, and follow-up on the teachers who offer the actual training, the standards of training will be raised to higher levels. By this means the instructors will keep abreast of the trends in office and store work. By this actual participation the teachers of business subjects will become qualified to contribute their share to an effective program of vocational guidance for their pupils.

Some readers may think of the co-ordination of vocational guidance and business education as the giving of tests which will predict the pupil's successful achievement in the study of business subjects. But as Agnes Osborne points out in *The Relationship Between Certain Psychological Tests and Shorthand Achievement*,* "none of the correlations between the shorthand criterion and single tests or between the criterion and combinations of tests is high enough to make prediction valuable except in the negative sense." Because the important factor in achievement is the ability used by the pupil, not necessarily the ability possessed by him, motivation plays an important role.

Enlisting the co-operation of the service and civic clubs in the community will result in co-operative effort with the employers of beginning workers. Assembling occupational information, filing it, and using it, particularly that which is of interest to pupils in the classes, not only will strengthen the courses of study but also will help each pupil to pursue a plan adapted to his capacities and circumstances.

* Osborne, Agnes. *The Relationship Between Certain Psychological Tests and Shorthand Achievement*, p. 53 Bureau of Publications, Teachers College, Columbia University, 1943.

XXIII

Enlisting the Co-operation of Community Organizations

THERE is a need for the co-operation of organizations in the community. A school system, be it ever so efficient, cannot carry on vocational and educational guidance alone. It must utilize many agencies in the community — parents and Parent-Teacher Associations, employers and employer associations, labor unions, service clubs, clinics, welfare agencies, churches, and Government agencies. As the Educational Policies Commission affirmed,* the functions of education in a democracy imply that its chief instrumentality, the school, must offer to every individual opportunity to develop his potentialities in fullest degree. If this responsibility is to be discharged, the school must utilize not only its own structural organization but also other agencies that may assist.

Many organizations in the community are willing and eager to assist in vocational and avocational guidance programs and will welcome the opportunity to help youth plan careers. The business education department of a school maintains relationships with many employers and former pupils in these organizations. Consequently, it is in a strategic position to help co-ordinate the efforts of clubs, employment agencies, personnel groups, employer and industrial groups, worker groups, youth and social agencies. The organization of these forces can insure united effort, avoid duplication of activity, assist in the co-ordination of forces, offer opportunities for co-operation, and create a center from which facilities may be extended.

If the school is familiar with the kinds of services the clubs wish to sponsor, it can co-operate better with community service and civic clubs. If conversant with the nature of the services recommended by the national headquarters to the local units, the school can plan more intelligently to ask for that co-operation at a time when it will fit into and supplement the school program. Many of the services sponsored by service and citizen organiza-

* The Educational Policies Commission. *Social Services and the Schools*, p. 23. National Education Association of the U S and American Association of School Administrators, 1939.

tions assist very greatly in achieving the objectives of vocational guidance.

The magazines published by the civic and service club organizations cite many specific instances of co-operation in vocational and educational guidance which would serve as suggestions to other clubs, but the invitation to participate in vocational guidance projects should be extended by the school. One issue of *The Rotarian* records the following activities in the section, "Rotary Around the World," brief news notes mirroring the varied activities of the Rotary movement *:

HELP 80 TO COLLEGE

El Dorado, Arkansas — Eight years ago the Rotary Club of El Dorado embarked on a new avenue of Community Service. Recently at inventory-taking time, the work was reviewed, was pronounced worth while. The Community Service? A student loan fund which has helped 80 young people to secure college training. Over $10,000 has been loaned in the eight-year period, less than 1½ per cent has been written off — in itself an indication of the caliber of young people whom El Dorado Rotarians assist.

65 VOLUMES OF JOB HELPS

Melrose, Mass. — That the youth of Melrose High School might acquaint themselves with vocational fields and their opportunities, the Rotary Club of Melrose has presented to the school a 65-volume "Rotary Vocational Bookshelf." Advertising, journalism, chemistry, law, are but a few of the fields included, along with a volume or two on the important job of "how to get a job."

TABULATE TIPS ON JOBS

Prosser, Washington — Because "the choosing of a vocation is one of the most important decisions that every person must make," the Senior High School in co-operation with the Rotary Club of Prosser presented its second biennial two-day vocational guidance conference near the close of the recent school year. A survey determined students' interests; each was enrolled in eight separate vocational sections, listened to addresses on fields as varied as investments and forestry,

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* "Rotary Around the World." *The Rotarian*, pp. 52, 53, and 55. Rotary International. September 1938.

participated actively in the discussions as a panel leader. Some 40 vocational specialists travelled 3,572 miles to participate in the conference and to aid the young people in a greater understanding of opportunities in business and the professions. The Rotary Club secured the adult leadership which made the meetings possible; the school faculty planned the conference and arranged the multitude of details incident thereto.

The names and addresses of national organizations interested in vocational guidance may be found in the following sources:

§"A Selected List of National Organizations Interested in Vocational Guidance." *Occupations*. October 1938.

§CHAMBERS, M. M. *Youth-Serving Organizations — National Non-Governmental Associations*. Washington, D.C.: American Council on Education, (Revised) 2nd Edition, 1941.

Public Administration Organizations; a Directory. Chicago; Public Administration Clearing House, (Revised) 1941. Supplement, 1943.

Two directories of New York City social agencies may offer suggestions for similar compilations:

JANSEN, WILLIAM. *The Social Agencies and Public Education in New York City*. Bureau of Publications, Teachers College, New York City, 1940.

§Welfare Council of New York City. *The Directory of Social Agencies of the City of New York, 1940*. Columbia University Press, 1940.

Community leaders may find in the following publications many suggestions which may offer the stimulus to set in motion the types of activities that will be possible in their communities:

Co-ordinating Councils in California. Sacramento, Calif: State Dept. of Education, 1938. 25¢

CHAMBERS, M. M. *The Community and Its Young People*. Washington, D.C.: American Council on Education, 1940. 15¢

EPLER, STEPHEN. *The Teacher, the School, and the Community*. Washington, D.C.: American Council on Education, 1941 25¢

and also the following publications of the U.S. Office of Education, available from the Government Printing Office, 10¢ each:

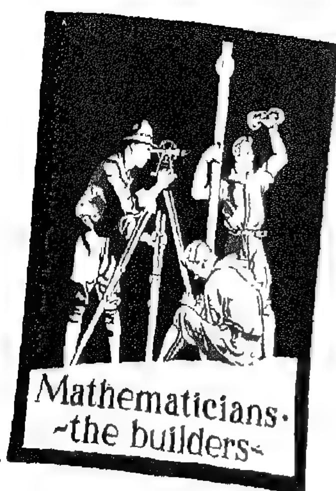
Know Your Community
Youth — How Communities Can Help
Youth — Vocational Guidance for Those Out of School
Youth — Finding Jobs
Youth — Community Surveys

Annual reports of some of the outstanding organizations assist community social service groups to clarify their vision and find new impetus for future accomplishment. They also suggest to schools ways of utilizing these fine services. For example, on the twentieth anniversary of the Pasadena Vocation Bureau, a community experiment in vocational counseling, in 1939, a report was published of past, present, and future plans. Celebrating the fiftieth anniversary of Vocational Service for Juniors in 1940, *Skylines For Youth* traces the history of this pioneer employment-guidance-for-youth movement in New York City.

The description of Portland's "Six Hundred Dutch Uncles" in *The Forum*, June 1940, and condensed in *The Reader's Digest*, July 1940, offers suggestions to teachers of business subjects for utilizing service clubs in assisting young people to plan their working careers. Portland's "Dutch Uncle" plan developed from a survey launched to discover what seniors in the city high schools expected to do after graduation. The superintendent reported to the six hundred service club members the results of his occupational survey of their sons' and daughters' hopes. They were appalled to learn that "three out of four were not going to college, and expected to 'look for a job'; in what business or trade, nine out of ten hadn't the slightest idea. Many who did have a preference mentioned occupations which can absorb only a few high school graduates. Almost none had ever talked with a business or a professional man about work." When the superintendent concluded, "I wish each of you could take on half a dozen boys and talk like Dutch uncles to them about what it takes to get and hold a job," the club members met the challenge and worked out a system of appointments for the 3600 boys and girls in the graduating class. The service clubs also arranged to send two businessmen each week to confer with the sixty counselors regarding job requirements and opportunities.

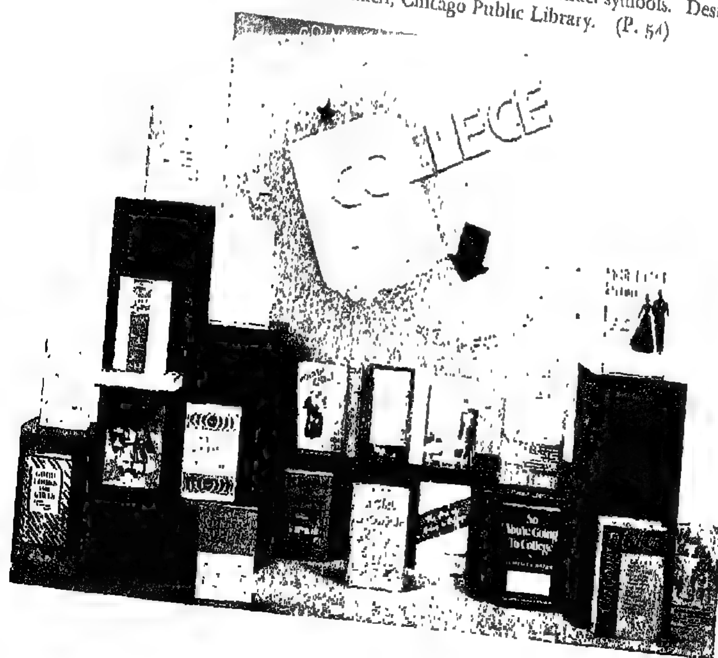
If a similar plan is not in effect in the school, the business education department may co-operate with service clubs in developing some opportunities for interviews and observation. Since a large proportion of service club members are business executives who rely on the department of business education to train their future employees, a "Dutch Uncle" plan with many variations may be devised.

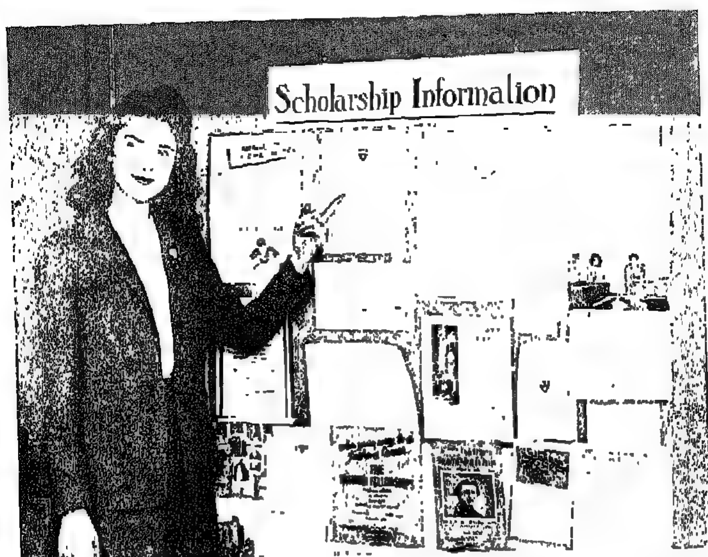
The author, as chairman of the 1940–1942 Committee of Community Aspects of the National Vocational Guidance Asso-



44 and 45. Vocational outlets of school subjects may be demonstrated by posters. The value of mathematics is indicated in these posters of the Chicago Mathematics Club. (P 240)

46 Window display using display letters, elevations, and abstract symbols. Designed by Matilde Kelly, Hild Regional Branch, Chicago Public Library. (P. 54)





47. Inexpensive bulletin board arranged on back of discarded calendar. West Bend, Wisconsin. (P. 56)



48 College Day Former graduates when attending college return during Christmas vacation West Bend, Wisconsin. (Pp. 243–245)

ciation, sent a questionnaire to the branch organizations and officers of the National Vocational Guidance Association and to the State Supervisors of Occupational Information and Guidance, inquiring about the activities of civic, service, educational, social, citizen, or alumni organizations. The fifty-nine responses indicated that the organizations most active in 1940–1942 in helping youth plan careers were Kiwanis International, 35; Young Men's Christian Association, 31; Rotary International, 30; Young Women's Christian Association, 24; Parent-Teachers Association, 25; American Association of University Women, 24; Business and Professional Women's Clubs, 22; Boy Scouts of America, 19; Altrusa International, 19; Chamber of Commerce, 18; Girl Scouts of America, 17; Lions Clubs, 15; and Zonta International, in 14 areas.

The types of services rendered varied from sponsoring a poster contest in one area to permitting students to interview members about occupations in 35 areas.

The following publications indicate the type of suggestions available to service and citizen clubs. They are published for the use of service club chairmen and usually urge each club to select some vocational guidance project during the year. They are not published for general distribution.

Rotary Clubs may secure from Rotary International:

Occupational Guidance for Youth — Suggestions for Rotary Clubs on Vocational Guidance, Training, and Placement
Vocational Guidance and Rotary Vocational Bookshelves
Suggestions for Preparing a Vocational Guidance Handbook
A Tested Program of Occupational Guidance

Kiwanis Clubs may secure from Kiwanis International:

Club Activity Suggestions for Vocational Guidance Committees
"Comprehensive Guidance Program." *The Kiwanis Magazine*. March 1936
Kiwanis Counselor's Handbook. Prepared by the International Committee on Vocational Guidance
A Working Program of Vocational Guidance — Suggestions to Club Committees
Vocational Guidance Action Program for Clubs in 1942
Exploratory or Tryout Experiences
Assembly and Group Talks
Educational Funds

In 1925 fourteen Kiwanis clubs were doing vocational guidance work. The following year Kiwanis International adopted an objective urging its member clubs "to provide greater vocational guidance opportunities among young people in the United States and Canada." Each year since 1926 the organization has annually adopted an objective related to vocational guidance. In 1941, 868 clubs reported vocational guidance activities.

Business and Professional Women's Clubs may secure from their national headquarters:

Vocational Kit. $1.00
Are You Giving a Vocational Talk? Suggestions. 10¢
A Vocational Bibliography. 10¢
The Vocational Guidance Program of the Federation. 10¢
You Have an Educational Fund 25¢
Tips for a Vocational Speech. 10¢

Altrusa International distributes:

Altrusa's Eight Point Vocational Plan
Suggestions for Vocational Guidance Activities of Altrusa
Vocational Guidance at Work — Suggested Projects for Altrusa Clubs

College Women's Clubs may secure from the American Association of University Women:

Guidance Kit for A.A.U.W. Branches. $1.00
Guidance Programs of A A.U W Branches, 1938
Suggestions for Club Chairmen of Guidance
Collegiate and Vocational Advisory Service for High School Students; A Project in Guidance Suggested for Branches of the A.A.U W

The General Federation of Women's Clubs distributes to their state education chairmen a bulletin, "Committee on Scholarships, Fellowships, and State Loan Funds," which gives information regarding each of the state federation plans, under the slogan, "Strengthen Our Scholarships."

Fraternity Groups may wish to develop a placement service program similar to the one described in "Fraternities Initiate Guidance" in *Occupations*, December 1936, and in "Alpha Tau Omega Gets Results" in *Occupations*, October 1937.

Zonta International. While vocational guidance is not an international service project of Zonta International, some of their clubs conduct activities along these lines. The Zonta Club of Detroit has compiled information about 75 occupations, ranging

from accountant to YWCA secretary, in order to make available to youth and those who advise them the accumulated business experience of Zontians. Multigraphed on 6 × $8\frac{1}{2}$ cards, the data are the digest made from answers received from interviews and questionnaires sent to Zontians. Members of the club checked the information against other reliable authorities in their own fields. For each occupation there is given the nature of work: demand, working hours, advantages; disadvantages; salary; physical, mental, and educational qualifications; the way to secure employment; and a suggested list of books to read. To complement the service of these vocational guidance cards the Detroit Club established a Vocational Guidance Bookshelf in the public library, contributing one hundred dollars a year for the purchase of books about occupations, business etiquette, personality. The Zontians believe that they have a program that is useful both to the club and to the community. (See Illustration 52.)

University Clubs and Alumni Groups may wish to follow ideas taken from monographs such as "The College Senior Seeks a Job," published by the Wisconsin Alumni Association as one of the activities of its placement committee to help students find jobs suitable for their talents. The ten major steps in getting a job, written by Glenn L. Gardiner, author of *How You Can Get a Job*, take the form of suggestions from a Wisconsin alumnus to Wisconsin seniors.

Another example of alumni participation is "Vocational Day" at the College of Business Administration, Boston University, reported in the February 1940 *Bostonia*. It is almost a "Homecoming Day," because twice yearly, the regular college program is suspended and the alumni take over the reins in a vocational guidance program designed to emphasize the interrelation between curriculum choices and vocation planning. A letter of acceptance received from one of the graduates who was invited to take part in the program serves as an example of the co-operation received: "Of course, I'll be delighted to do anything that can be even of the slightest value to the College, so you may count on me for the talk. The whole set-up looms to me as a privilege rather than a chore. I'll be delighted to renew acquaintances and pleased to have an opportunity to inspect the new building."

The *Boston University News* commented editorially on the effectiveness of the plan on January 9, 1940: "The men who came

back last week minced no words. Straight from the shoulder, they pointed out the difficulties of various occupations, the low pay, the long hours. They described methods of getting jobs, and the procedure for keeping them. And when they had finished, many a student pulled off the veil of self-conceit and looked hard into the face of reality to analyze his qualifications for the job he had been considering."

In addition to giving pupils information about available scholarships and their requirements, the school may encourage civic and service clubs to offer scholarships to worthy youth. An interesting example of mutual co-operation is illustrated by the Altrusa Bridge, Lexington, Kentucky — "a bridge of beauty and utility and also a bridge of opportunity for hundreds of worthy girls." Recognizing the need for a bridge at the school's entrance, the Altrusa Club supplied the funds. In its turn the school gave the club a perpetual scholarship which pays the entire expense of a girl each year.

Among the many writings emphasizing the value of giving scholarships to talented individuals, the following excerpts may carry weight with civic club committees:

It is better to use a thousand dollars to make it possible for a dozen persons who have genuine ability and interest in, say, mathematics or music, to get what they want than to use it to entice a hundred into undertaking a course which most of them will drop unless they are entertained by seductive pedagogical skill — E. L. Thorndike. *Your City*, p. 160. Harcourt, Brace & Co., 1939.

. . . The wisdom of expending public and private funds on education is not to be measured by its direct fruits alone. It will be profitable as a mere investment, to give the masses of the people much greater opportunities than they can generally avail themselves of. For by this means many, who would have died unknown, are enabled to get the start needed for bringing out their latent abilities. And the economic value of one great industrial genius is sufficient to cover the expenses of the education of a whole town; for one new idea, such as Bessemer's chief invention, adds as much to England's productive power as the labour of a hundred thousand men. — Alfred Marshall. *Principles of Economics*, p. 216. The Macmillan Co., 1920.

It is a lesson of history, as well as of contemporary times, that the human resources of a nation constitute its primary wealth. Nations have grown rich and powerful in the absence of outstanding physical resources by developing their human assets. Others have remained poor and backward in the presence of unusual natural resources. It

is human intelligence which gives these resources value. To a savage, coal is black rock and a waterfall merely a physical danger to be avoided. To an intelligent man they are the source of energy for power-driven industries of fabulous productivity . . . — Educational Policies Commission. *Education and Economic Well-Being in American Democracy*, p. 8. N.E.A. and American Association of School Administrators.

In West Bend, Wisconsin, the author asks each of the service, civic, social, and alumni clubs of the city to contribute each year one of the following services at the time that it will best supplement the school plans. The education or public relations committees of the various clubs decide which of the services they consider the most feasible:

I. To Assist Youth to Choose Occupation

A. Encourage youth to investigate occupations

(1) Sponsor essay contests on the vocations, read and return the essays with comments, suggestions, and offers of personal conferences on the part of club members interested in the specific occupations.

(2) Provide opportunity for tryout and exploratory experiences for those whose essays show sincerity, interest, and industry.

(3) Invite to a luncheon program pupils from each class whose essays are deserving of merit.

B. Assemble information about occupations

(1) Co-operate with school in conducting an occupational survey of the community.

(2) Add to the occupational information in both the school and public libraries reliable up-to-date books, bibliographies, and pamphlets that may be consulted by teachers and parents as well as by the young people.

(3) Encourage all members in each occupational classification in service clubs to investigate the general and local qualifications, training requirements, trends, and opportunities of their own vocations and to examine and approve the selected vocational books before presenting them to the libraries.

(4) Establish sections of vocational guidance books in the libraries. Inform groups of their titles and their annual circulation. Have each member responsible for adding bibliographies and current literature on his occupation, or some occupation of interest to him. Promote use of

this material by means of the various book promotion methods.

(5) Secure the U.S. Census occupational data for the community, if it is not available. (See page 64.)

C. Disseminate Information About Occupations

(1) Furnish, upon request, assembly and group speakers at school programs and career conferences.

(2) Permit students to interview members about occupations.

(3) Encourage and invite student groups to visit industrial plants, business places, and offices.

(4) Sponsor radio programs on vocational guidance.

(5) Supply motion-picture films, recordings, or other visual aids for assemblies and groups interested in vocations.

(6) Co-operate with school in producing motion pictures or film slides of recent graduates at their work.

(7) Sponsor a poster contest related to vocational planning, for both school and out-of-school youth.

(8) Give financial assistance for bringing well-known speakers to talk to young people on planning vocational careers

(9) Serve as advisers at a "Dutch Uncle" luncheon.

II. To Assist Youth to Prepare for Occupation

A. Give scholarships or loan funds to worthy students for securing needed training.

B. Create opportunities for self-aid for worthy students.

C. Sponsor "College Day" programs.

D. Provide, upon request, speakers for programs on social usage and business etiquette.

E. Permit students to interview individuals and receive information about occupations.

F Furnish opportunity for tryout and exploratory experiences.

III. To Assist Youth to Enter and Progress in an Occupation

A. Assist in giving training in methods of seeking employment.

B. Sponsor a clinic similar to the "Man Marketing Clinic."

C. Co-operate with the school in preparation of a bulletin for youth on how to seek employment

D. Dramatize employment procedures, showing the school how personnel and office managers examine the applicants.

E. Co-operate with school placement officers and assist in placement in part-time jobs, summer work, and regular employment.

F. Assist in development of avocational pursuits, leisure-time interests, and hobbies, and assist with a community hobby show and display of leisure-time interests.

IV. To Investigate and Provide Information Concerning Guidance Agencies and Proprietary Schools ·

A. Promote the dissemination of information concerning proprietary schools giving vocational training and guidance agencies in the community.
B. Investigate and furnish information regarding guidance agencies and proprietary vocational schools of questionable worth.
C. Induce youth to investigate alleged "schools" making extravagant claims and promises before signing contracts and to discriminate between the valid and the spurious types of private enterprise in vocational preparation
D. Promote legislation to standardize and provide such legal supervision of such agencies and schools as will protect the public and control the more glaring examples of exploitation and quackery in tutorial, private, and correspondence schools which conduct vocational training.

V. To Encourage Adequate Public Support of Vocational Guidance

A Encourage the services of well-trained vocational counselors in the public schools.
B. Investigate the possibility of establishing occupational information and guidance services under the Smith-Hughes and George-Deen Acts of the U.S. Congress in states where such services are not available at the present time.

Some of the results which accompany the co-operation of organizations in the community are:

1. Establishes better relationships between the school and the community organizations, between the school and individual club members.
2. Enables the school to render youth a service which it could not render alone.
3. Helps to vitalize the work of the school in vocational guidance, as the members of the organizations in the community emphasize the importance of a careful analysis of one's interests and abilities and a careful study of occupations while still in school, point out the advantage of planning one's lifework and activities, and urge each student to do the very best he can on his present job, school.

4. Brings both the school and youth practical suggestions from alert and energetic businessmen and business women.
5. Gives financial support to obtain many vocational guidance tools.
6. Encourages and stimulates youth to develop and use his native talents. To see the interest of the adults is to many a heart-warming experience.
7. Provides an opportunity for each organization to help with the occupational adjustment of youth, without overburdening its members
8. Makes pupils feel that there are sincere workers with whom they may talk and discuss their plans for the future, as the speakers frequently invite interested groups or individuals to confer with them.
9. Gives the school a list of names and means of referring pupils to active workers for current information about jobs.
10. Gives publicity to worth-while features of vocational and educational guidance work.
11. Makes service club members aware of the problems of youth.
12. Creates public opinion favoring adequate public support of vocational guidance. It stimulates interest in the problem of vocational guidance, gives the club members information about the school program, and helps to develop and extend an organized program of vocational guidance in the schools.
13. Serves as encouragement to instructors and advisers to facilitate the most effective utilization of a pupil's abilities, to counsel for occupational adjustment, and to place pupils in suitable positions.
14. Calls attention to the advantage of an Occupational Information and Guidance Service in the state departments of education.
15. Brings pupils into contact with capable and successful men and women. As Matthew Brush, head of the American International Corporation, replied when asked what he considered the best way of winning success, "Learn its principles from a successful man, the way you would study music under a master musician."

Young people appreciate the efforts of the civic and service clubs. Deliberating on who had inspired them most, so that they might dedicate their school yearbook to them, the West Bend seniors of 1935 voted to pay tribute — not to their parents who had made it possible for them to attend school, not to their faculty who had provided intellectual leadership, not to the taxpayers who had furnished educational facilities, but to the service clubs of the community in recognition of "the active participation of their members in the high school vocational guidance program during the past four years."

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XXIV

Assembling Occupational Information

SINCE vocational guidance is the process of assisting the individual to make his own decisions with reference to his vocation, the individual must know what is required and what is offered in the various fields of work that lie open to him. Acquainting youth with information concerning occupations is a basic step in vocational guidance.

The teacher of business subjects will wish to assist his pupils to obtain significant information concerning the occupations which are closely related to or dependent on his subject. And since he will have in his classes students who are taking business subjects for personal rather than vocational use, he will wish to provide for the study of opportunities in other than business areas, in a few selected assignments.

Naturally, before information about occupations can be imparted, it must be assembled. Ideally, the educational institution should have an investigator of occupations, who gathers information and makes it available to teachers. For example, the Chicago Public Schools employ a director of occupational research for this purpose. Lacking such functionary, however, the teacher can assemble certain types of information. This can be done through: (1) co-operation with the library; (2) assembling a classroom library of materials based on teaching subject; (3) community surveys.

1. CO-OPERATION WITH THE LIBRARY — BOTH SCHOOL AND COMMUNITY

In the year-round task of guiding young people to occupations in which they can say, as did Dr. William Mayo, "There's no fun like work," * books and printed materials are indispensable.

Although a classroom bookshelf has untold values for class and conference use, the library is the logical depository for reading materials which are to be circulated. One of the ways of co-operating with a library in the assembling of printed information about occupations is assisting in selecting the most reliable

* Motto in Dr William Mayo's Office, August 1938.

materials from the diverse, diffuse, and technical publications which appear constantly.

Assisting in Selecting the Most Reliable Material

The best of the current publications giving vocational information are annotated monthly in the *Vocational Guide* and quarterly in the *Occupational Index*. The various journals of business education and other professional magazines regularly describe the books and pamphlets of occupational interest. If several periodicals review a publication favorably, it usually can be recommended to the library for purchase. "Where no counsel is, the people fall: but in the multitude of counselors there is safety." * The free and inexpensive items should be ordered soon after announced, while still available. Many of the publications will be sent on ten days' approval and the library would welcome the service of the business teacher in recommending the best new publications dealing with business occupations and examining them before final purchase.

In addition to consulting vocational guides and periodicals for reviews, the principal recognized aids for book selection in libraries may be referred to. Foundation lists and core collections, designed as basic selections for libraries, contain sections on occupations and professions. Frequently books are selected with the co-operative assistance of librarians, educators, and specialists in the various subject fields. The following contain useful annotations:

AIDS IN BASIC BOOK SELECTION

A.L.A. Catalog; An Annotated Basic List of 10,000 Books. Chicago: American Library Association, 1926. Supplements every five years. Further supplemented by the *Booklist*. (See below.)

A Basic Book Collection for Elementary Grades. Chicago: American Library Association, 1944. Titles for the first nine grades.

A Basic Book Collection for High Schools. American Library Association, 1942. Classified list of 1500 titles compiled by a joint committee of American Library Association, National Education Association, and National Council of Teachers of English.

Booklist Books. Chicago: American Library Association. Annual listing of from 200 to 300 outstanding books of the year, appearing in the Association's monthly, *Booklist*.

* Proverbs XI : 14.

Buying List of Books for Small Libraries. Chicago: American Library Association, 6th edition, 1940. 1800 titles found most useful in small public libraries.

SHAW, C. B. *List of Books for College Libraries.* Chicago: American Library Association, 1931. 1931–38 Supplement, 1940. 14,000 titles supplemented by 3600.

Standard Catalog for High School Libraries; A Selected Catalog of 3800 Books. New York: The H W. Wilson Co., 4th edition, 1942. Semiannual supplements, with cumulated edition every four years.

Standard Catalog for Public Libraries, An Annotated List of 12,000 Titles. New York: The H. W. Wilson Co., 1940 Annual Supplements.

2. ASSEMBLING A CLASSROOM LIBRARY

A classroom library created around one of the ideas in "Let's Have a Book Club" * serves to increase both the enjoyment and the stimulation of business reading. A commercial classroom library directed by the author over a period of twelve years illustrates the method of using this type of book collection.

The financial resources are obtained from prizes earned at a county competition on typewritten forms, from the sale of typewriting tablets, and from the proceeds earned in typing large quantities of envelopes for business offices. Up-to-date books dealing with business, business occupations, business conduct, biographies, and job-finding are selected. In choosing the new additions to the library each quarter, the committee consults the book reviews in current business magazines and book selection aids. These and advertising material on new books furnish occasional dictation material in the stenography classes. Every sixth week, the typing students are privileged to choose one of these books and type interesting passages from it in the typewriting classes. At the end of three or four periods, they type their conclusions and personal opinions of the books and place them in folders in a vertical file. When they finish school, they receive their folders with their notes on about fifteen books.

Interest in selecting worth-while books, the interchange of opinions of the books read, the choice of a book to read and "brief," make the pupils aware of the current business literature. Gifts to the classroom library by former pupils and by employers attest to the interest in this classroom library.

* By May Lamberton Becker, Reader's Guide, *New York Herald Tribune.*

Methods of Acquiring Printed Materials

One of the perplexing problems faced by the librarian is that of finding money for new books, especially those that become outmoded in a few years. Few libraries, either school or public, are adequately stocked with vocational literature. Business teachers may co-operate with the librarian in devising methods of acquiring it in several ways.

Appeal to Service Clubs

Many national organizations, such as Kiwanis, Rotary, Business and Professional Women's Club, and Altrusa (see Chap. XXIII), incorporate in their objectives the promotion of vocational guidance. Local clubs wish to conform to the standards of their national organizations but are not always certain how to proceed. They should be encouraged to co-operate with the schools. An annual appropriation by a local service club would provide new materials to supplement the library's resources. Labeled with the club's bookplate, the materials have a special appeal to the youthful readers. The interest and concern of the club members will deepen as they examine the books prior to selection, to determine whether the information and adventure depicted — adventure in work, in devotion to work, and in the realities of the workaday world — are authentic.

Help from School Organizations

Organizations of Future Business Leaders of America * and the Order of Business Efficiency † sometimes have balances in their treasuries which they would be willing to invest in a local project. They may purchase some of the most recent business books and booklets for club use during a semester and donate them to the libraries at the close of the term.

Homeroom and Class Donation

The plan of selection and donation of printed materials by representatives of homerooms in assembly programs is described at length on pages 101–102.

* Sponsored by National Council for Business Education.

† "Activities of Order of Business Efficiency Chapters." *The Business Education World*, p. 387. March 1944.

If each instructor asks each class to select, send for, evaluate, and donate some authentic vocational materials, the library not only is enriched but the project assists the pupils to obtain significant information concerning the occupations which are closely related to, or largely dependent on, each subject.

For this exercise, it may be possible to utilize newspaper articles, news releases, and magazines not found in the school library. A survey of patrons and friends of the school for subscribers to these business, professional, and trade journals will yield a fairly extensive list in most communities. Requests can then be made for old copies of these magazines and arrangements made for students to collect them at reasonable intervals. If members of the business classes arrange to call for business journals at the business offices, they gain some familiarity with the various offices.

The material should be carefully evaluated and labeled before it is added to the pamphlet and clipping file.

3. SURVEYING THE OCCUPATIONS IN A COMMUNITY

Cumulative information, kept up to date, is obviously essential in understanding recent changes and in forecasting trends. A local survey is one of the best methods of revealing the picture of current occupational opportunities in a community. It gives reliable information about the number and kinds of actual positions available. The interviews, charts, and pictures reveal the occupational status of those who have left school and enlighten the current pupils about the number and kinds of jobs available and the working conditions they may expect to encounter. An occupational survey may be made by means of (1) a study of local industries, (2) a survey of jobs held by alumni, and (3) a survey of current placements made by the school or public employment service.

Study of Local Industries

When the community survey is conducted in co-operation with community organizations, considerable factual information may be obtained regarding employment in the clerical, business, and sales occupations. For example, the Schenectady Job Op-

portunity Survey is a joint enterprise of the Department of Public Instruction and the Chamber of Commerce.

Another example of a study of local industries is the *Job Opportunity Survey* made by the commercial teachers of the Evansville, Indiana, Public Schools of the commercial positions in that community. In this survey, a combination questionnaire-interview method was employed. One hundred high school seniors visited 2100 employers, conducted the interviews, filled out the questionnaires, and tallied the results to find out the occupations of the community, requirements of each, and what educational training should be provided to meet the requirements. No attempt was made to determine salaries, as it was thought that in many cases the question would lead the firms to lose sympathy with the survey.

Five representative businessmen were asked to serve with and advise the committee of commercial teachers. These men approved the final draft of the report form and signed the newspaper request that employers co-operate in the undertaking. This advisory committee's endorsement of the survey meant much to its acceptance by the business firms. Especially helpful was the following letter * which the student solicitors carried with them, signed by the businessmen's committee:

Public Schools
Office of the Superintendent
Evansville, Indiana

To the Employers of Evansville:

This will introduce ____________________, who is co-operating with the business and professional firms of this city and the public schools office in conducting an occupational survey of all commercial positions in Evansville.

The purpose of this survey is to learn the number and kinds of positions for which Evansville high-school students should be trained. When this information has been found, the public schools will outline courses in the subjects that graduates must know in order to give satisfactory service to the businessmen of this city.

This survey is of value to you because it will pro-

* *Job Opportunity Survey*, p. 14. South-Western Publishing Co, November 1936. (Out of print.)

duce the kind of people you want in the right proportion to your needs.

If you will permit this student to talk with you or another member of your firm for five or ten minutes to secure the needed information, it will be greatly appreciated and very beneficial to the schools, and we believe to Evansville business and industry

Very truly yours,

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Business Men's Committee Commercial Occupational Survey for the Public Schools

Kiwanis International distributes a brief bulletin, *How to Conduct a Community Occupational Survey*, suggesting how a service club can co-operate.

The Occupational Information and Guidance Service of the U. S. Office of Education has published a comprehensive bulletin, *Community Occupational Surveys*,* based on a study of ninety-six surveys completed during the period 1930–40. The surveys included in the study are limited to those (1) which surveyed the occupational distribution of all or most of the workers in a given area and (2) were made with the intent of using the information obtained in vocational guidance, training, or placement. All of the surveys are those of the panoramic type, supplying a quick, over-all snapshot of the occupations in a community at a given time, like that provided by the decennial Census of Occupations. The bulletin gives detailed steps to be taken in making a community occupational survey, a discussion of the techniques involved, full descriptions of particular surveys, an outline of survey steps, samples of forms, and an annotated bibliography.

A formal survey and follow-up of current placements made by the school provides information about many phases of the work experiences of its former students. Given this information, the school staff not only can strengthen the available placement

* Zapoleon, Marguerite. *Community Occupational Surveys* Occupational Surveys. Occupational Information and Guidance Series No. 10, U.S. Government Printing Office, 1942. 25¢

service and improve the related school vocational guidance and instructional programs, but also can furnish youth with facts concerning occupations in the community. The good will created by the closer relationship between the school and the businessmen of the community will result in better co-ordination of effort on behalf of youth.

Survey of Jobs Held by Alumni

A simple and practical way for making a follow-up study is described in the article, "Follow-Up in the Office Training Course," by Earl W. Barnhart in *Occupations, the Vocational Guidance Magazine*, February 1939. The plan not only offers a worthwhile project to provide office experience and training to enrollees in the high school business course, but also serves as a small and inexpensive start toward a more comprehensive program of follow-up.

Another study of interest to teachers of business subjects is "A Follow-Up Study of the Secretarial Science Graduates of Colby Junior College, 1931–1938," by William H. Thompson, New London, N.H. Forms and letters used are included in this master's thesis.

The New York State Department of Education has prepared a bulletin for public schools in the state, entitled *A Plan for the Study of Youth Who Have Left School.* The Department helped to organize a uniform plan and summarized the findings on a state-wide basis. Likewise the Pennsylvania Department of Public Instruction has prepared detailed instructions on methods of conducting surveys: *Suggestions for Making and Reporting Occupational Surveys.*

Poughkeepsie's participation in the New York State follow-up study illustrates an individual school effort. Information from ninety-one per cent of the previous year's graduates and drop-outs was obtained at a cost of 10.2 cents per respondent. Questionnaires and schedules were mailed. Arrangements were made with the local newspapers to feature a photograph of the first boy who answered with a story regarding his wholehearted co-operation with the survey. A few days later a picture of the class president dropping his reply in the mail was published. Two follow-up written requests, telephone calls, and home visits served to raise the percentage of returns, and as a final effort,

the co-operation of a class in sociology at Vassar College was enlisted for interviewing those who had not responded.*

Besides furnishing current information about occupational opportunities, the follow-up study provides for appraisal of results of teaching. The program of training clerical workers will function more satisfactorily when the experience of former students in employment is observed and analyzed. It should be noted, however, that many of the surveys of jobs held by alumni do not cover jobs held by those who did not graduate from the local high school and that generally a large percentage of these graduates do not answer questionnaires. Also the survey of placements does not cover jobs obtained by individuals without the assistance of placement offices. Some surveys are planned to include these categories.

In Michigan (and in some other states) each school system is required by law to take a census of all children 6 to 19 years of age living within the school district. In Kalamazoo (and in certain other cities) a few questions have been added to the required census list, to be answered for all who are not in school. Kalamazoo includes also the 20-year olds, and in this way information is obtained concerning the nature of the work done by all youth in the community who are under 21 years of age. The school census could be extended to 22- or 25-year olds, if desired, without adding greatly to the cost and would furnish information also concerning unemployment among youth.

Survey of Current Placements

Many state employment offices and labor departments prepare reports and graphs of monthly and annual placements. A report such as that of the National Office Management Association, 1940–1941, yields usable information. The number of workers in each of seventeen clerical and office occupations in twenty-three cities, with the average salaries, gives the basis of interesting comparisons, even though all employers did not report.

Surveys based on suggestions contained in the following studies would furnish the basis for invaluable aid to young people about to leave school and seek work:

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* Paper presented by Clarence Failor at the National Vocational Guidance Association, San Francisco, California, February 20, 1942

Community Planning for Youth. Reller, Theodore Lee. The Public Education and Child Labor Association of Pennsylvania. Philadelphia, Pennsylvania, 1938. $1.00

How to Make a Community Youth Survey. Chambers, M. M., and Bell, H. M. American Council on Education, 1939. (Prepared for the American Youth Commission.) 25¢

Job Opportunity Survey; Report of Survey Made, 1935. Evansville, Indiana, Public Schools. South-Western Publishing Co. 1936. (Out of print.)

§*Matching Youth and Jobs.* Bell, Howard M American Council on Education, 1940. (Prepared for the American Youth Commission.)

Surveys of Youth; Finding the Facts Harley, Dudley L. American Council on Education, 1937

"What Are the Steps in the Process of Determining the Occupational Opportunities in a Given City." Nichols, Frederick G. Pp. 361–70. *Yearbook*, Eastern Commercial Teachers' Association, 1928.

When Youth Leave School. The Regents' Inquiry. McGraw-Hill Book Co., 1938.

Your Community, Its Provision for Health, Education, Safety, and Welfare. Colcord, J. C Russell Sage Foundation, New York City, 1939. 85¢

Youth; Community Surveys. Committee on Youth Problems. U.S. Department of the Interior, 1936. 15¢

Youth Problem in Denver. University of Denver Reports. Bureau of Business and Social Research, 1938.

Youth Tell Their Story. Bell, H M American Council on Education, 1938. (Prepared for the American Youth Commission.)

§ZAPOLEON, MARGUERITE *An Outline of Steps in a Community Occupational Survey.* Occupational Information and Guidance Service, U.S. Office of Education, 1941. 18 pp. Free

§ZAPOLEON, MARGUERITE *Community Occupational Surveys.* U.S. Government Printing Office, 1942 25¢

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FLETCHER, LAURA E. "Co-operation of the School Library with the Guidance Department." *Wilson Bulletin for Librarians*, pp. 537–8. April 1937.

HODGES, ELIZABETH. "Library Service to Guidance Classes." *Wilson Library Bulletin*, pp. 250–5. November 1940.

KITSON, H. D., and LINGENFELTER, M. R. *Vocational Guidance Through the Library.* American Library Association, 1936.
LAFFERTY, H. M. "Vocational Guidance Through Outside Reading." *Occupations, the Vocational Guidance Magazine,* pp. 571–2. March 1938.
LAW, MARGARET H. "Pleasure Readings in Vocations." *Wilson Bulletin for Librarians,* pp. 426–7. February 1939.
LOEHR, NANCY S "Occupational Guidance Service in a Public Library." *American Library Association Bulletin,* January 1941.
WALRAVEN, MARGARET K. "Guidance Through Teachers," *Wilson Library Bulletin,* pp. 30–6. September 1941.
WARD, VAOL J "Vocational Guidance Through the School Library." *South Dakota Education Association Journal,* Sioux Falls, S.D., December 1943.
YALE, JOHN R. *How to Build an Occupational Information Library.* Science Research Associates, 1944.

XXV

Classifying and Filing Clippings and Pamphlets

ALMOST every worker in an office, regardless of specialization, does some filing. Business educators now recognize that the ability to file correctly is an intrinsic part of clerical work and they are devoting more time to the teaching of filing. Because so many government files are guided by extensive indexes, Civil Service examinations for clerical workers often include questions about various methods of filing and lists of names to be arranged according to these systems.

To give pupils a filing and finding skill, they should practice using actual materials — real guides and folders, real incoming letters and pamphlets, and cross-reference sheets, after they complete the theoretical training.

A Departmental File

The business education department may create an occupational file for its own use, to have available the tools of teaching filing as well as the tools of giving occupational information.

If the school has a vocational counselor, it is probable that his office file will contain the more complete sets of monographs. The business department file, then, may contain an extensive file of information on various phases of business pursuits. For other occupations there would be inexpensive materials, such as newspaper clippings, photographs, leaflets, advertisements, and typed excerpts from books and magazines.

The school and city library, the city employment offices, and social service agencies in the community would undoubtedly be glad to have the assistance of the business classes in typing labels, indexing, coding, and filing materials in their occupational files. By serving an internship in these offices, students could secure some practical filing experience and profit from contacts in actual offices.

As the pamphlets, monographs, leaflets, and newspaper clippings are assembled, they must be filed systematically so as to be readily accessible. If they can be arranged according to several classifications in the different occupational files, as described below, pupils can be given meaningful and purposeful experience in

learning various filing systems. As the classes assist in labeling, coding, and arranging the pamphlets in the creation of the files and later locate the material for class use and refile it, they will become accustomed to the fact that identical material may be filed according to various classifications and attain a skill in the techniques and intricacies of filing which can be directly applicable to the work of any office.

Descriptions of various classification systems, with the schemes of divisions and subheads, may be found in references given in the following pages. The system of classifying the occupations has the advantage of grouping together material about related occupations, thereby suggesting to the inquirer that he investigate the entire field. Thus the folders under "C" (clerical) will be labeled: bookkeeper, cashier, clerk, file clerk, mail clerk, office boy, office machine operator, pay roll clerk, receiving and shipping clerk, secretary, stenographer, stock clerk, timekeeper, and typist. A simple alphabetic method would list under "C": cabinet maker, calculating machine operator, canning industry, carpenter, carpet industry, car shop worker, cartographer, cartoonist, carver, case worker, caterer, cattle raiser, etc., a confusing array to one considering which kind of work to investigate.

The classified systems contain all the principles of the alphabetic system of filing correspondence and the logic of business filing. Filing according to several systems may have merit depending on the services used.

Various systems are suggested for the school library, business education department, public library, and employment offices, in case students may assist in creating filing classifications in those offices. If several offices arranged to use different guides, familiarity could be gained with the various systems such as the Amberg Leader Index, the Globe-Wernicke Safeguard Index, the Library Bureau Variadex Alphabetic Index, the Shaw-Walker "Super Ideal" Index, and the Y & E (Yawman and Erbe) Direct Name Index. Or in a four-drawer cabinet there could be a different indexing system in each drawer.

Many users of monographs use tentative penciled labels on the folders and rely heavily, at least temporarily, on the "miscellaneous" divisions. These offices may accept the services of high school typists and file clerks to classify, code, typewrite labels, check old files, and file accumulated leaflets, clippings, and pictures according to several methods.

A well-planned classification system should be determined in advance of typewriting the labels. For example, there are five booklets entitled variously, "bus and truck driver," "truck and bus driver," "bus driver," "truck driver," and "taxi driver." If labels were prepared as they were received, these booklets would be placed in five folders, whereas it is more convenient for the user to have them in one folder, which can be removed from the file and examined. Cross-reference forms may be inserted in folders for cross-referencing a single piece or group of pieces from one folder to another. Tabbed sheets, with tabs in individual folder position, may be inserted in file drawer for permanent cross reference, whenever material relating to a subject, and filed thereunder, may be called for by other names or subjects.

CLASSIFICATION SYSTEM SUGGESTED FOR SCHOOL LIBRARY

The occupational pamphlet file in the school library may be classified according to a straight alphabetic system of 660 headings suggested in [13] "The Vertical Occupational File" or it may be adapted from the index of the *Occupational Index.* Another suggested list consists of the 260 headings used in Bennett's *Occupations and Vocational Guidance; A Source List of Pamphlet Material.*

CLASSIFICATION SYSTEM SUGGESTED FOR U.S. EMPLOYMENT OFFICE AND SCHOOL COUNSELOR'S OFFICE

The file maintained by a division of the United States Employment Service or a school placement office that co-operates with a public employment service will follow the plan developed by the United States Employment Service, using the classification of the *Dictionary of Occupational Titles — Part II, Titles and Codes.*

This classification is increasing in popularity, since it is uniformly used in all divisions of the United States Employment Service and the *Dictionary* code numbers are used on the induction papers of every man in the War Service. The Soldier's Qualification Card, which resembles the application card used by public employment offices, follows the soldier throughout his military career and is finally used by the various divisions of the United States Employment Service in helping him make his read-

justment to a civilian occupation when he leaves the Service.* Descriptions of this system may be consulted in articles written by Rochelle Gachet [2] and by Raymond Handville [4].

There are two sources of supplies for these systems of classifying occupational titles. The Chronicle Press, Port Byron, N.Y., sells a set of gummed labels in four colors on which are printed 450 occupational titles and codes ($2.50), five hundred manila folders collated to set up the file ($9.00), and directions and outline of the file ($.50); complete set $11.50. The Science Research Associates distribute a guidebook [13] and a set of seventy-five file folders printed with an alphabetic list of occupations. Each folder lists the "see also" references to other related fields. This occupational filing plan is priced at $6.00.

CLASSIFICATION SYSTEM FOR SUGGESTED PROFESSIONAL GROUP OR SERVICE CLUB

In communities where service club members invite young people to interview them about their work, the clubs may appropriate the cost of a file on the occupations represented by their membership. When an occupational file is started and attractively labeled, many members will add current materials so as to have them available for their interviews with youth. Thus the filing project not only will provide actual practice for the business classes but will encourage the adult consultants to keep currently informed on literature on their vocations.

If practice in classifying occupations which usually require college training is desired, a pamphlet distributed by the Harvard University Graduate School of Education offers suggestions. This classification that permits easy arrangement of vocations of college men uses a four-symbol code that lends itself well to statistical tabulation and sorting by the Hollerith method. Entitled *An Occupational Classification for Research Workers*, it is an adaptation of the Census classification made by Rulon and Blanton for the purpose of classifying Harvard University graduates by their occupational choices before and after leaving college. This system is useful for comparing and exchanging information with other personnel officers.

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* Paper presented by Captain Creighton E. Hays, Personnel Consultant, Adjutant General's Department, to the National Vocational Guidance Association, San Francisco, California, February 18, 1942.

CLASSIFICATION SYSTEM SUGGESTED FOR THE PUBLIC LIBRARY

The file in the public library may be classified according to the Dewey decimal classification, the Census classification, or the major occupational divisions given in one of the following:

1. *Alphabetical Index of Occupations and Industries* Alba M. Edwards. Supt. of Documents, Washington, D.C., 1940. $1.25
   Occupations are arranged alphabetically and each designation is followed by a symbol indicating to which of the 451 occupations and occupation groups of the 1940 Census classification it belongs. This system of classification has been described by Mary Huey [5].
2. *An Occupational Information File.* May Rogers Lane. International Textbook Company, Scranton, Pa., 1932. 25 pages. 75¢
   750 guide cards needed for the classification.
3. *Topical Index of Occupations with Book References.* Occupational Research and Counseling Division, Cincinnati Public Schools. 1932. Mimeographed.
   1. Agriculture and animal husbandry
   2. Forestry
   3. Extraction of minerals
   4. Manufacturing and mechanical
   5. Trade
   6. Transportation
   7. Clerical service
   8. Professional service
   9. Domestic and personal service
   10. Public service

   1210 topical divisions classified according to the 1930 U.S. Census grouping of workers. This system is described by Mary Corre [1].

CLASSIFICATION SYSTEM SUGGESTED FOR THE BUSINESS EDUCATION DEPARTMENT

As the business education department file will emphasize the sections on business, clerical occupations, government service, manufacturing industries, and communication, a useful classification can be adapted from Parker's *Books About Jobs*. This plan is described in [3] "Filing Your Occupational Information."

Six hundred job classifications are coded and indexed in [10] "A Plan for Filing Unbound Occupational Information."

Gummed labels with printed titles and codes corresponding to the above plan may be secured from the Chronicle Press, Port Byron, New York, for $2.50. The labels are published in a booklet, in perforated strips, standard size, with four colors to subdivide properly the classification of 600 occupations. A card listing the occupations, a cross reference to them, and directions for setting up the file are available in printed form.

Five hundred file folders in the correct number of each position to set up the file, as classified above, may also be secured from the Chronicle Press, Port Byron, New York, at a cost of $7.50.

Labels Needed for Series or Pamphlets

A shorter list of titles, requiring 241 folders for the filing of the 800 pamphlets in the series listed below, has been found useful. The coding is suggestive of the title and aids in refiling the material without referring to a code index. Furthermore, the coding suggested is simple and yet elastic enough to permit the addition of other titles as they appear.

For example, two adjacent labels are "stenographer" and "timekeeper," coded 4CL st and 4CL ti. If a pamphlet is received on stenotype operator, a guide so labeled and coded 4CL st o can be inserted between the two guides without disturbing arrangement and without discarding present codes. This flexibility provides for expansion at any point without impairing the efficiency of the index.

Included in the file are these series of pamphlets:

152 *Careers Research Monographs.* Chicago: Institute for Research, 537 S. Dearborn St. 75¢ each

100 *Occupational Outlines on America's Major Occupations.* Chicago: Science Research Associates $9.75

67 *Occupational Abstracts.* New York: Occupational Index, Inc., Washington Square. 25¢ each; 15¢ each in lots of 10

61 *Success Vocational Information Series.* Chicago: Morgan-Dillon Co., 5154 N. Clark Street. 32¢ each

75 *Commonwealth Vocational Guidance Monographs.* Chicago: Commonwealth Book Company, Inc., 80 E. Jackson Blvd. 75¢ each; series of 25 for $13.50

45 *Vocational and Professional Monographs.* Boston: Bellman Publishing Company, Inc , 6 Park Street. 50¢ each

36 *American Job Series.* Chicago: Science Research Associates, 228 South Wabash Avenue. 60¢ each

50 *Descriptions of Professions.* Washington, D.C.: National Roster of Scientific and Specialized Personnel. War Manpower Commission. Free

150 *Occupational Reprints and Abstracts.* Chicago: Science Research Associates. 50 or more copies, 5¢ each

29 Vocational Monographs. Chicago: Quarrie. $1 per set

19 *Guidance Leaflets.* Washington, D.C.: U.S. Office of Education. Superintendent of Documents. 5¢ each

16 Picture Fact Books. Harper & Bros. 80¢ each

800 Total number of pamphlets and small books

The following is a subject file developed by the author.

CLASSIFICATION SYSTEM FOR FILING PAMPHLETS AND CLIPPINGS

(Major Headings Adapted from Parker's *Books About Jobs*)

Code Number			
1	1. AGRICULTURE		
1A	A	Animal husbandman	
1A b		b	Beekeeper
1A c		c	Cattle raiser
1A d		d	Dairy farmer
1A h		h	Horse raiser
1A p		p	Poultryman
1F	F	Farm laborer	
1H	H	Horticulturist	
1H fl		fl	Florist, nursery, and flower growing
1H fr		fr	Fruit, nut, and berry grower
1H m		m	Market gardener and truck farmer
1H p		p	Plant pathologist
2	2. ARTS		
2A	A	Architect	
2CE	CE	Ceramic artist	
2COM	COM	Commercial and industrial artist	
2COS	COS	Costume designer	
2DR	DR	Dramatic artist	
2DR a		a	Actor
2DR m		m	Motion-picture actor
2DR r		r	Radio entertainer
2I	I	Interior decorator	
2L	L	Landscape architect	
2M	M	Musician	
2P	P	Photographer	

3	3. BUILDING TRADES			
3BU C	BU C	Building contractor		
3BU M	BU M	Building maintenance manager, elevator operator, porter, janitor		
3C	C	Carpenter		
3E	E	Electrician		
3M	M	Mason and bricklayer		
3PLA	PLA	Plasterer		
3PLU	PLU	Plumber		
3S	S	Sheet metal worker		
4	4. BUSINESS AND CLERICAL WORK			
4AC	AC	Accountant and auditor		
4AD	AD	Advertising man		
4AD w		w	Window trimmer	
4CL	CL	Clerical worker		
4CL b		b	Bookkeeper	
4CL ca		ca	Cashier	
4CL cl		cl	Clerk	
4CL cl F			F	File clerk
4CL cl M			M	Mail clerk
4CL cl P			P	Pay roll clerk
4CL cl R			R	Receiving and shipping clerk
4CL cl S			S	Stock clerk
4CL m		m	Messenger and delivery boy	
4CL of b		of b	Office boy	
4CL of m		of m	Office machine operator	
4CL se		se	Secretary	
4CL so		so	Social secretary	
4CL st		st	Stenographer	
4CL ti		ti	Timekeeper	
4CL ty		ty	Typist	
4CR	CR	Credit and collection manager		
4E	E	Executive		
4F	F	Financier		
4F b		b	Banker	
4F i		i	Investment banker and stock broker	
4I	I	Insurance agent		
4M	M	Merchant and merchandising		
4M b		b	Bookseller and bookstore operator	
4M c		c	Chain store manager	
4M d		d	Department store work	
4M d B			B	Buyer
4M d C			C	Cashier

4M d S	S	Shopper
4M d T	T	Training director
4M f	f	Furniture dealer
4M gar	gar	Garage worker
4M gas	gas	Gasoline station attendant, filling station operator
4M gi	gi	Gift dealer
4M gr	gr	Grocer
4M mill	mill	Millinery dealer
4M milk	milk	Milk distributor
4M mo	mo	Motion-picture theater operator
4M o	o	Office manager
4M p	p	Purchasing agent
4M rea	rea	Realtor and real estate worker
4M ret	ret	Retail meat dealer
4M sa	sa	Salesman
4M st	st	Store occupations
4M th	th	Theater operator
4T	T	Traffic manager
5	5. COMMUNICATION	
5R	R	Radio worker
5TE T	TE T	Telephone and telegraph worker
5TE V	TE V	Television worker
6	6. DOMESTIC AND PERSONAL SERVICE	
6BA	BA	Barber
6BE	BE	Beauty culture and cosmetologist
6H	H	Household worker
6L	L	Laundry worker
6M	M	Mortician
7	7. EDUCATION	
7C	C	College personnel officer
7T	T	Teacher
7T r	r	Rural teacher
7V	V	Vocational counselor
8	8. ENGINEERING	
8A	A	Aeronautical engineer
8CH	CH	Chemistry and chemical engineer
8CI	CI	Civil engineer
8D	D	Diesel engine occupations
8E	E	Electrical engineer
8I	I	Illuminating engineer
8MEC	MEC	Mechanical engineer
8MEC m	m	Mechanical crafting and design
8MET	MET	Metallurgical engineer
8MI	MI	Mining engineer

8SA	SA	Sanitary engineer
8ST	ST	Structural engineer
8ST a	a	Acoustical engineer
8ST c	c	Construction contractor
8ST h	h	Heat, ventilation, and air-conditioning engineer
8ST r	r	Road building and repair workers
8R	R	Refrigeration engineer
9	9. FISHING	
10	10. FOOD AND HOME ECONOMICS	
10B	B	Butcher
10C	C	Cook, chef, baker, caterer
10D	D	Dietitian
10FO D	FO D	Food demonstrator
10FO S	FO S	Food store worker
10HOS	HOS	Hostess
10HOT	HOT	Hotel worker
10R	R	Restaurant worker and manager
10T	T	Tearoom restaurant or coffee shop manager
10W	W	Waiter and waitress
11	11. FORESTRY	
12	12. GOVERNMENT AND PUBLIC SERVICE	
12CIV	CIV	Civil service worker
12CIT	CIT	City and county manager
12CO	CO	County clerk
12D	D	Defense occupations
12D a	a	Army
12D c	c	Coast Guard
12D ma	ma	Marine
12D me	me	Merchant Marine
12D n	n	Navy
12D s	s	SPARS
12D wa	wa	WACS
12D wav	wav	WAVES
12D	D	Detective
12FI	FI	Fireman
12FO	FO	Foreign service worker
12POL	POL	Police officer
12POS	POS	Postal service, postal worker, letter carrier
13	13. HEALTH AND MEDICAL OCCUPATIONS	
13C	C	Chiropodist
13DH	DH	Dental hygienist
13DM	DM	Dental mechanic
13D	D	Dentist

13H	H	Hospital manager
13M	M	Medical laboratory technician
13N	N	Nurse
13OC	OC	Occupational therapist
13OP	OP	Optometrist and optician
13OS	OS	Osteopath
13PA	PA	Pathologist
13PHA	PHA	Pharmacist and drugstore workers
13PHY	PHY	Physician and surgeon
13PHY a	PHY a	Physician's assistant
13PHYS	PHYS	Physiotherapist
13PSY	PSY	Psychiatrist and mental hygienist
13PU	PU	Public health officer
13V	V	Veterinarian
13X	X	X-ray technician
14	14. LABOR — unskilled	
14T	T	Teamsters
15	15. LANGUAGES	
16	16. LAW	
17	17. LIBRARY WORK	
18	18. MANUFACTURING AND INDUSTRIAL EXECUTIVE	
18F	F	Foreman
18P	P	Personnel and industrial relations manager
19	19. MANUFACTURING INDUSTRIES AND TRADES	
19A	A	Aircraft industry worker
19A a		a Airplane mechanic
19CLA	CLA	Clay and ceramics industry worker
19CLE	CLE	Cleaning and dyeing industry worker
19F	F	Food industry worker
19F b		b Baking industry worker
19F ca		ca Candy industry worker
19F can		can Canning industry worker
19F d		d Dairy industry worker
19F m		m Meat-packing industry worker
19GA	GA	Garment industry worker
19GA d		d Dressmaker and seamstress
19GA t		t Tailor
19GL	GL	Glass industry worker
19I	I	Ice-cream industry worker
19L	L	Lumber industry worker
19M	M	Millinery industry worker
19O	O	Oil and gas industry worker
19P	P	Paint industry worker
19R	R	Rubber industry worker
19SH	SH	Shoe and leather goods industry worker

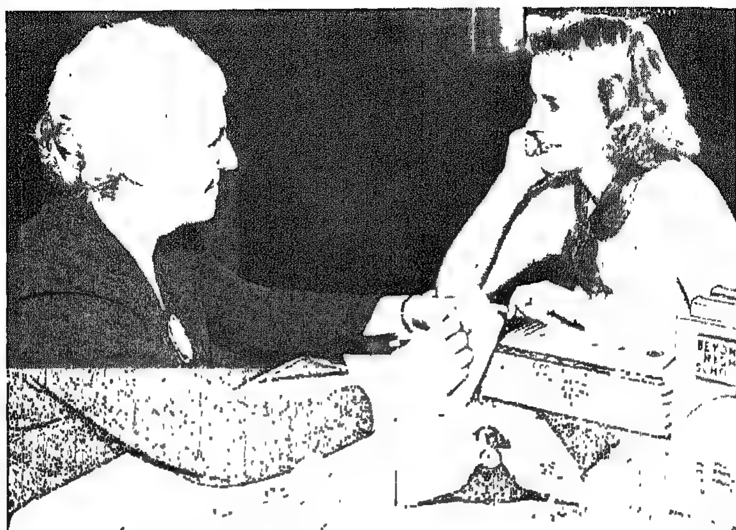
19ST	ST	Steel industry worker		
19T	T	Tobacco industry worker		
19W	W	Woodworking industry worker		
19W c			c	Cabinetmaker
19W p			p	Patternmaker
20	20. METAL AND MACHINE TRADES			
20BL	BL	Blacksmith		
20BO	BO	Boilermaker		
20F	F	Foundry worker		
20MA O	MA O	Machine operators		
20MA O p			p	Power machine operator
20MA S	MA S	Machine shop operator		
20ME	ME	Mechanic		
20T	T	Tool and diemaker		
20W	W	Welder		
21	21. MINING AND QUARRYING			
22	22. PRINTING AND PUBLISHING			
22C	C	Compositor and typesetter		
22L	L	Linotype operator		
23	23. RELIGIOUS WORK			
24	24. SCIENCE			
24BA	BA	Bacteriologist		
24BI	BI	Biologist		
24CH	CH	Chemist		
24CL	CL	Climatologist and meteorologist		
24CR	CR	Criminologist		
24E	E	Explorer		
24F	F	Fuel technologist		
24G	G	Geologist		
24L	L	Laboratory technician		
24M	M	Museum worker		
24SOC	SOC	Sociologist		
24SOI	SOI	Soil scientist		
25	25. SOCIAL WORK			
25R	R	Recreation worker		
26	26. TRANSPORTATION			
26A	A	Air transportation worker		
26B	B	Bus driver, truck driver, taxi driver		
26R	R	Railway transportation worker		
27	27. WRITING			
27J	J	Journalist		
	27 Subject Guides / 135 Divisions		70 Subdivisions	9 Sections of subdivisions



49 Panel discussion of adult reading club gave pupils respect for reading as a leisure-time interest. West Bend, Wisconsin (P. 147)



50 Professor Treacy of Marquette University counsels with West Bend youth, utilizing posters available from Edlund's Man Marketing Clinic, New York City (P 357)



51 The individual conference results in the pupil's stronger conviction of purposes and goals. Providence, Rhode Island, Public Schools.



52. Shelf of books about occupations given to public library by Detroit Zonta (
(Pp. 398–399)

Filing Supplies

At the left of the file drawer, in the natural position for first reading, appear the alphabetically arranged subject guides that afford the basic breakdown of the filed material. Occupying the second position are division tabs, giving special emphasis to the more common occupations. The third and fourth positions indicate the subdivisions.

The following supplies have been found to be useful with the vertical letter-size file:

27 subject guides — heavy gray pressboard guides, third cut, with angular metal tabs in extreme left position, with removable label tabs

27 folders — one-third cut, tabbed on extreme left with orange-colored labels, for miscellaneous items.

135 active folders — standard individual folders, extra heavy in weight, one-third cut, tabbed in the center, properly labeled with blue gummed labels.

70 folders — extra heavy in weight, one-fifth cut, tabbed in fourth position with rose-colored gummed labels, for subdivisions.

9 folders — one-fifth cut, tabbed on extreme right with buff-colored labels, for sections of subdivisions.

Thus the code number for "Cashier" is 4CL ca, indicating that the "Cashier" folder should be numbered "4CL ca CASHIER" and placed behind the secondary guide "Clerical Occupations" that is arranged in proper numeric and alphabetic order behind the primary guide "Business and Clerical."

The Triple Check Automatic Index or the Library Bureau Variadex Alphabetic Index may also be adapted to this system, by the use of color on the secondary guides and folder labels to designate the divisions of the alphabet. The Dewey Decimal System for subject classification, used for classifying library books, could be adapted. Decimal classification and relative index are very convenient for cataloging books for a vocational shelf as the Standard Catalogs give the Dewey classification number for each book. To identify these books as belonging on the vocational shelf, the letter "V" may precede the decimal classification number and books on related vocations will be grouped as in the bibliography on pages 452–455. The reference for this classification is Melvil Dewey's *Abridged Decimal Classification and Relative Index* published by H. W. Wilson Company.

Coding

After the classification or indexing caption has been determined, it must be indicated on the pamphlets, clippings, and pictures, so that when they are removed from the files, they can easily be replaced in the proper folders.

Each pamphlet may be coded numerically according to the principle of an automatic index system. The number on the left refers to primary indexes, with a letter for each alphabetic division, and the letters refer to secondary or subdivision indexes. In coding a name like "Cashier," reference to the primary chart shows that "Clerical" should be assigned to number 4CL while reference to the occupational classification shows that "Cashier" should be assigned to "ca."

The automatic index filing lends itself best to a four-drawer system. However, if several classes assemble posters, advertisements, and magazine clippings, an extensive occupational file soon accumulates. And the business education department can find no more meaningful way to teach the many methods of classifying, coding, filing, and indexing than through the use of this occupational material.

Practice in developing or adding to the departmental file should be the first step in giving practice in classifying and filing occupational materials. Then various members of the office practice, stenography, or typewriting classes may volunteer to assist the public library, the local office of the United States Employment Service, community organizations, school library, and the vocational counselor, if one is employed in the school.

This assistance may take the form of placing fresh typewritten labels on folders already in use, checking the contents of folders and removing misplaced items, labeling new folders, classifying and filing new material, classifying filed material into smaller divisions, and arranging file according to one of the accepted systems of filing.

Instead of assigning superficial work on make-believe practice units, the meaningful experience of creating businesslike files for actual use will render business pupils better equipped to select and purchase filing supplies as well as to classify and file. Skill in the techniques and intricacies of filing will be attained by practice in filing identical material according to various classifications in various offices. At the same time, pupils become acquainted with sources of information about occupations.

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XXVI

Vocational Guidance in Business Education of the Future

FREDERICK G. NICHOLS of Harvard University, writing in 1938, asserted *: "It is a well-known and widely deplored fact that vocational guidance in our public schools is conspicuous by its absence, but that the commercial department is the chief sufferer from this neglect is not so well known." Addressing the 1936 convention of the Eastern Commercial Teachers' Association, he declared: "Vocational guidance programs in commercial education are like the proverbial snakes in Ireland; there aren't any." †

If the recommendations of the Educational Policies Commission are carried into effect in the future, the functions of vocational guidance will permeate all instruction in business education, both basic and occupational, as it is hoped they will be subsumed under all education ‡:

> Every subject of instruction and every daily lesson may relate to occupational activities — the linguistic, mathematical, scientific, and social as well as the musical, artistic, homemaking, agricultural, and industrial studies. Moreover, each may contribute a significant share to general education as a whole. Every subject is also, at some stage, a tryout of the interests and abilities of students.

Vocational guidance is defined as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." § Vocational guidance is a continuous process, participated in by many people and agencies, of assisting the individual to adjust himself to the demands and opportunities

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* Nichols, Frederick G. "Commercial Education: Principles, Practices, Trends" Lee, Edwin A. *Objectives and Problems of Vocational Education*, p 443. McGraw-Hill Book Co , 1938

† Nichols, Frederick G. "Some Observations on Vocational Guidance in Commercial Education." *Ninth Yearbook*, p. 32. Eastern Commercial Teachers' Association, 1936.

‡ Educational Policies Commission. *Purposes of Education in American Democracy*, pp. 97–98. National Education Association of the U S. and American Association of School Administrators. Washington, D.C., 1938.

§ "Principles and Practices of Educational and Vocational Guidance." *Occupation, the Vocational Guidance Magazine*, p. 772. May 1937.

of a dynamic economic system and to make such readjustments as may be necessary in a changing social world. It is a co-operative task requiring a high degree of co-ordination of effort, both within and without the school. A completely integrated vocational guidance program requires the intelligent and active participation of every classroom teacher.

In schools where no vocational guidance program has been established, the adoption by the teachers of business education of the methods proposed in this book will contribute to the training and success of those pupils who have elected to take business subjects. In schools employing vocational counselors, numbering somewhat less than 1,233,* an understanding of these methods will produce better co-operation between the teachers of business subjects and counselors.

The true test of the merit of any vocational guidance work is found in the number of pupils who, through the functioning of such a program, in part at least, select, prepare for, enter into, and succeed in suitable occupations.

The responsibility of the business educator for vocational guidance is obvious. Since he gives training for business occupations, he should know the requirements of the occupations for which he gives preparation. He should assist in various ways in making these requirements known to prospective and present business pupils, to the end that when the vocational training period has ended, a group of potentially employable boys and girls may be available to handle the duties of the jobs for which training has been offered. Pupils should be qualified to meet the demands of occupational requirements.

Each year the number of specialized types of work increases greatly, as does the variety of school programs that prepare for them. Business teachers should be alert to keep currently informed regarding the detailed requirements of specific business positions in and out of the community. They should continually adapt and re-adapt their instruction to meet the prevailing social and economic conditions.

Whether or not the school maintains a thorough-going program of vocational guidance, all courses may be used as vehicles through which to impart information about occupations, to arouse vocational interests, and to provide motivation for occu-

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* Greenleaf, Walter J "Guidance in Public High Schools, 1942." *Occupations, the Vocational Guidance Magazine*, pp. 599–604 April 1942.

pational efficiency. In the socio-economic, consumer business education, or basic business courses, a considerable amount of occupational information may be introduced. In the occupational or pre-employment courses for the acquisition of skills and attitudes necessary for vocational competence, there may be included information concerning the occupations for which these courses give vocational preparation.

By the use of motion pictures, radio broadcasts, visits to places of employment, visual aids, and the printed materials, pupils will be given a comprehensive panoramic view of the workaday world. By the use of biography, career fiction, books, pamphlets, and the career conference, pupils will be aided to narrow their vocational choice. The intensive investigation of the occupations under consideration will give pupils a mastery of techniques to be used when studying an occupation. It will acquaint them with sources of authentic occupational information.

In the classroom of the future, more adequate facilities will be available for the utilization of the motion picture, radio, graphic aids, and the library. Better tools of research and better equipment will render easier the task of disseminating information about occupations.

In connection with giving information about working conditions, special plans should be prepared for giving pupils an understanding of the dignity of socially useful labor, interrelationships among occupations, the satisfaction attending good workmanship, knowledge of what constitutes a day's work, habits of industry, business attitudes, conduct, and etiquette so essential to success in business occupations.

The pupil must have his occupational horizon widened and his vision broadened. He must realize that the goal of the initial position is not the ultimate goal of his business career; that the office, clerical, or counter sales level of employment is the first step on his vocational ladder; that he should not limit his interest to preparation for his beginning job, but that he should be equally interested in laying a foundation of background knowledge, abilities, and attitudes which will enable him to use his first job as a springboard from which to reach a higher level of employment in a business organization. The use of biography and the exercises suggested in the section, "Information About Working Conditions," will enable him to envisage the promotional steps ahead. Above all, the pupil should be given an understanding

of the working conditions and occupational environment into which he will be plunged when he obtains his first job and shown how to deport himself so as to progress in it.

Assembling information about occupations may be achieved by means of community surveys, by co-operation with libraries and community organizations, and by firsthand contact with industry.

The methods proposed in the chapter, "Helping the Business Pupil to Inventory his Assets and Liabilities," together with tryout and avocational experiences should reveal to the pupil whether or not he possesses the capacities, interests, and abilities required for success in any of the many office, store, sales, and clerical occupations in which he might launch his business career. They will also help him decide in which of these he has the best chance of progressing.

Individual counseling and helping the individual to appraise his strengths and weaknesses require more staff time and technical and professional training than the average business educator is expected to possess. They are none the less important and may be given such attention as it is possible to devote to them. Part-time experiences or a period of supervised apprenticeship in a business office serve as one means of inventorying interests, assets, and liabilities.

Pupils will be given practice in interviewing, typewriting reports of lectures, and learning to compose directly at the typewriter. This last skill offers unique opportunities for fruitful activities. Composing directly at the typewriter is a skill that needs practice for development but has received little attention in most curricula. Pupils cannot be placed before typewriters and ordered to compose unless they have a felt need or a use for the finished product. Typewriting reports on career conferences, radio broadcasts, assembly talks, visits to places of employment, interviews, tryout and exploratory work, motion pictures, and vocational books provide excellent opportunity for composing at the typewriter and for filing these comments according to the various systems of classification and filing.

Every ambitious clerical worker is aware that ability to compose at the typewriter is an asset which may hasten his promotion. In addition to the time saved, convenience, and service rendered, composing at the typewriter makes possible a greater output of typewritten material. As an example of this, the doctoral candi-

dates at Teachers College, Columbia University, who composed their comprehensive examinations at the typewriters in the spring of 1941, wrote twenty per cent more words than those writing the examination in longhand.

In vocational guidance in business education of the future, the instructors who aspire to be heads of departments will include in their professional training methods of analysis of vocational activities, techniques of counseling and interviewing, psychological analysis of the individual, vocational testing, and other training courses designed to equip them with the specialized knowledge and skills needed to help youth prepare for work.

In addition to professional training for these services, the business educator of the future will not only make field visits to industrial and business offices and obtain practical working experience in office occupations, but will also gain experience in job analysis. In analyzing several business and clerical jobs, many worker and job characteristics are revealed which must be considered in discussing vocational opportunities and requirements with youth. While it may not be feasible for the counselor and instructor to analyze vocational activities extensively, their experience in job analysis provides them with a rich background and an enlightened understanding of many factors which are related to success or failure in business.

At present, instruction in methods of seeking employment and individual assistance through tryout, placement, and follow-up fit more easily into the usual business education program. By participation in placement and follow-up work, teachers of business subjects who do the actual training raise the standards of training to higher levels; in this way vocational teachers keep abreast of progress in office, sales, and clerical work; in this way commercial teachers become qualified to give information about the requirements, opportunities, and trends.

By performing the exercises similar to those in the chapter, "Grooming Business Pupils for Jobs," the youth will be aided to present their qualifications more effectively. They also will be made aware of the fact that more people lose their jobs because of undesirable personality traits than because of lack of technical ability and will be guided toward the development of employable qualities.

Ideally, some contact with a place of business or industrial office will supplement the vocational training. By enlisting the

co-operation of service and civic organizations, the pupil obtains some experience and is helped to make the most of it.

The follow-up function will involve helping former pupils to improve their occupational skills, to merit promotion, and to envisage promotional steps ahead. It may assist the individual to improve his relationship to his job, his employer, and his fellow workers. It will help him adjust to the difficulties encountered in making the transition from school to work.

Through the continuing assignments during his school course in investigating occupations, the pupil is kept aware of the fact that his vocational choice is not irrevocable; that he can reappraise himself in relation to his new experiences, his growing knowledge of the requirements and preparation for the work chosen, and changing conditions; that if he discovers he has made an unwise selection, he can make another plan.

Many of the activities designed to help youth plan their vocational careers also put into effect and implement many of the recommendations made by The National Council for Business Education for suggested projects for chapters of "The Future Business Leaders of America" *:

A. Community studies to determine job possibilities for students with a business background.
B. Studies to determine what former graduates of the school are doing and what their recommendations are for students now in school.
C. Development of community handbooks describing the business activities of the community and suggestions for new enterprises.
D. Excursions to neighboring communities and cities to study employment opportunities.
E. Development of standards and a description of them so that students may know what business will expect of them as they seek employment.
F. A speakers' bureau of business students who can appear before high school and elementary school assemblies, luncheon clubs, young people's associations, and business groups to speak on such topics as:
   1. What the school is doing to make useful citizens
   2. What the responsibility of business firms is toward young high school graduates
   3. What the high school graduate ought to know about getting a job

* National Council for Business Education. "Future Business Leaders of America in Action." *The Journal of Business Education*, pp 18–20. January 1944.

4. What the student who is entering high school ought to know about the high school
5. What the parent should know about his school

G. The making of films which show the opportunities for work in the community
H. The making of films which show what to do and what not to do when applying for a job.
I. Planning with local radio stations for a series of broadcasts regarding the place of the school in training young people for community life.
J. A study to show how our government provides such services as the public school, public health, recreation, protection, highways, employment service, etc.

As in all effective education, the teacher's primary business is to fashion a carefully selected environment in reaction to which the pupil will use his own mind. After analyzing the purposes and needs of the pupils, the teacher must create his own situations. The suggestions offered in this book may be adapted for his use in helping youth plan careers.

Since participation in a vocational guidance program will stimulate both pupil and instructor, it is hoped the adaptation and use of the methods and suggestions in this book will bring about a state of affairs where the statement quoted at the beginning of this chapter will be no longer true but that all business education will be permeated with vocational guidance.

The following check list is presented to enable the teacher to evaluate his procedures in vocational guidance. He may wish to compute his score both before and after using the exercises and sources suggested in this book.

SELF-RATING FORM FOR TEACHERS ON METHODS OF VOCATIONAL GUIDANCE THROUGH BUSINESS SUBJECTS

	Total Score	*Your Score*
I. Imparting Information About Occupations		
A. Informing Pupils About the Occupational World		
1. Do you give a bird's-eye view of the occupational outlets of your school subject? ____	3	____
2. Do you use audio-visual aids in giving information about occupations: radio ____; motion pictures ____; photoplay ____; graphic		

	Total Score	*Your Score*
materials ____; visits to places of employment ____; bulletin board ____; pictures ____	7	____
3. Do you use recent information from government agencies: U.S. Occupational Information and Guidance Service ____; Occupational Outlook Service ____; U.S. Bureau of Employment Security ____; State Dept. of Education ____; State Dept. of Labor ____	5	____
4. Do you give practice in using these printed materials: U.S Census ____; *Dictionary of Occupational Titles* ____; Report of National Resources Planning Board ____	6	____
5. Do you help youth plan careers by means of career conferences ____; dramatization ____; school assembly ____; school publications ____; avocational pursuits ____	5	____
B. Acquainting Pupils with Sources of Information About Occupations		
1. Do you give practice in using these key tools: Parker's *Books About Jobs* ____; Wilma Bennett's *Occupations and Vocational Guidance* ____; *Vocational Guide* or *Occupational Index* ____; vocational fiction ____; biographies ____; pamphlets ____; other books ____	14	____
2. Do you maintain an up-to-date clipping and pamphlet file ____; card file of pupil opinions of books ____	4	____
3. Do you acquaint pupils with sources of information regarding occupational opportunities ____; trends ____; conditions of work ____; requirements ____; rewards ____	5	____
C. Giving Pupils Mastery of Techniques to Be Used in Investigating Occupations		
1. Do you include in your assignments a careful investigation of vocations pupils may be considering? ____	4	____
D. Broadening Pupils' Understanding		
1. Do you give an understanding of the contribution of all forms of work to the welfare of society? ____	2	____

	Total Score	Your Score
2. Do you give an understanding of interrelationships existing among occupations? ____	2	____
3. Do you help pupils to envisage the promotional steps in many kinds of occupations? ____	2	____
4. Do you help pupils to understand the value of desirable personality traits? ____	2	____
5 Do you acquaint pupils with sources of information regarding problems encountered in occupational life? ____	2	____
E. Informing Pupils About Schools for Further Training		
1. Do you inform pupils about courses, curricula, colleges, and schools for preparation and further training? ____	2	____
2. Do you inform pupils about college entrance requirements ____; scholarship requirements ____	2	____
3. Has information regarding further training opportunities been collected and organized for use in counseling and pupil exploration in the following fields?		
(a) Colleges ____		
(b) Business and commercial schools ____		
(c) Trade and technical schools ____		
(d) Vocational schools and evening courses ____		
(e) Apprenticeship in industry ____		
(f) Correspondence courses ____		
(g) Army, Marine, Navy, Coast Guard ____		
(h) Others ____	4	____
4. Have you warned pupils of the unethical practices of many "gyp" training schools? ____	1	____
II. Assembling Information About Occupations		
1. Do you assemble current printed materials about occupations? ____	1	____
2. Do you recommend new and authentic materials to be added to the school and public libraries? ____	1	____
3. Do you assemble information about occupations by means of the community survey? ____	1	____

	Total Score	Your Score
III. Helping the Individual to Inventory His Assets and Liabilities		
1. Do you assist the pupils in inventorying their strengths and limitations for comparison with requirements of the vocations they are considering? ____	2	____
2. Do you keep an individual cumulative record or an individual folder for each pupil? ____	2	____
3. Are personal data, test results, questionnaires, check lists assembled in one place? ____	2	____
4. Do you have at least one individual conference each year with each pupil regardless of the need for counseling pupils with unusual problems? ____	1	____
5. Are some periods (homeroom or club) devoted to activities concerning non-academic problems selected by pupils? ____	1	____
IV. Placement		
1. Do you give instruction in ways of finding employment? ____	1	____
2. Do you give assistance in finding jobs? ____	1	____
3. Do you arrange for tryout and exploratory experiences? ____	1	____
V. Enlisting the Co-operation of Community Organizations		
1. Do you utilize the service of civic and community organizations and service clubs in the following ways:		
(a) Encouraging youth to investigate occupations? ____		
(b) Assembling information about occupations? ____		
(c) Disseminating information about occupations? ____		
(d) Assisting youth to enter and progress in an occupation? ____		
(e) Assisting youth to prepare for and receive training in occupations? ____		
(f) Investigating and providing information concerning guidance agencies and proprietary schools? ____		
(g) Encouraging adequate public support of vocational guidance? ____	4	____

	Total Score	Your Score
VI. Follow-up		
1. Do you follow up your graduates to see if a satisfactory adjustment is being made? ____	1	____
2. Do you evaluate your offerings? ____	1	____
3. Do you reorganize your program to meet changing conditions? ____	1	____
VII. Professional Activities		
1. Do you read professional books and journals? (one point for each) ____	4	____
2. Have you affiliated with your State and National Vocational Guidance Association? ____	1	____
3. Do you hold membership in some organization where you meet employers? ____	1	____
4. Do you hold membership in some organization where you meet office employees? ____	1	____
Total points	100	____

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